

Individuals with Disabilities Education Act (IDEA)
State Performance Plan
FFYs 2005 to 2012



Submitted to the Office of Special Education Programs,
U.S. Department of Education

Revised SPP Submitted to OSEP February 1, 2012
(revisions are highlighted)

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Part B State Performance Plan (SPP) for FFYs 2005-2012**Overview of the State Performance Plan Development:****FFY 2005:**

The development of the Alaska Part B State Performance Plan (AK-SPP) is a culmination of many efforts that began with the broad stakeholder involvement initiated with the Continuous Improvement Monitoring Process (CIMP) and continuing through the state's Annual Performance Report (APR). The contributions of the Part B stakeholders continue to be vital and necessary for the completion of these works initiated by the Alaska State Education Agency.

Much of the early work on the Part B CIMP and APR was done and completed in conjunction with Alaska Part C. Our combined participants and stakeholders number more than 200 participants at times. There was strong participation at every level, including parents, teachers, advocates, providers, principals, administrators, students and state agency representation as well as local and tribal entities. Several agencies continue to be integral to the Alaska Part B effort to include and utilize stakeholder involvement. These critical agencies have been the Education Committee of the Governor's Council on Disabilities and Special Education (GCDSE) which serves as the State Advisory Panel, the Education Committee of the GCDSE which serves as the Alaska Special Education Advisory Panel, PARENTS Inc and LINKS (Alaska parent information centers) and Alaska Special Education Services Agency - SESA. Also critical in all efforts to involve and to facilitate Alaska's public meetings and the processes involved in these meetings was the work and input of the Western Regional Resource Center. Alaska utilized the professional and technical skills of several National organizations that deserve some credit along with our stakeholders. Through this long process beginning with the CIMP and culminating in the SPP the following organizations have been very helpful to our state: National Association of State Directors of Special Education - NASDSE, National Center for Education Outcomes - NCEO, National Center on Secondary Education and Transitions - NCSET, National Center for Culturally Responsive Education Systems – NCCRES and the National Early Childhood Technical Assistance Center - NECTAC.

Input regarding the Part B – SPP was reviewed and received from the Education Committee of the Governor's Council on Disabilities and Special Education, which, as stated, serves as the Special Education Advisory Panel. This has occurred during the telephone meeting held on November 28, 2005. Input into this process will continue to be developed and included into ongoing meetings with stakeholders. The Stakeholders meeting has generally been held at a time convenient to most stakeholders and noted as a July annual meeting. Review of the APR and now the SPP will be a part of the annual meeting.

Alaska Department of Education & Early Development (EED) will make the SPP available on the EED website. The document will be presented to the State Board of Education during its March meeting. The EED will provide a notice to the public through local newspapers and newsletters as well as identified list serve service.

FFY 2009:

In 2010, OSEP informed states that the SPP would be extended for two additional years (through FFY 2012). Based on this extension, EED gathered together a broad group of stakeholders in January 2011 to extend its targets and improvement activities through FFY 2012. In addition to extending the targets and improvement activities, the stakeholder group reviewed trend data, targets, and improvement activities for appropriateness and made revisions as it deemed necessary. The extensions and revisions are reflected in the revised SPP, submitted to OSEP February 1, 2011, and will be posted on the EED website upon acceptance from OSEP.

In addition, Indicators 4B, 13, and 14 are new or revised in FFY 2009 and are included in the revised SPP. Historical information on revised indicators may be accessed in previous SPPs, available from EED.

FFY 2010:

Alaska reviewed and revised the improvement activities for every indicator this year. Alaska's stakeholders met to review each activity to determine whether it was specific, measurable, achievable, included the needed resources and was time-bound. (Alaska utilized the *Writing S.M.A.R.T. Improvement Activities for the SPP/APR* tool developed by the National Post-School Outcomes Center.) The improvement activities sections in this document include the improvement activities developed for the FFY 2010 SPP and APR submission to be implemented from FFY 2010 through FFY 2012, as noted in the timelines for each activity.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Data Source:

Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA).

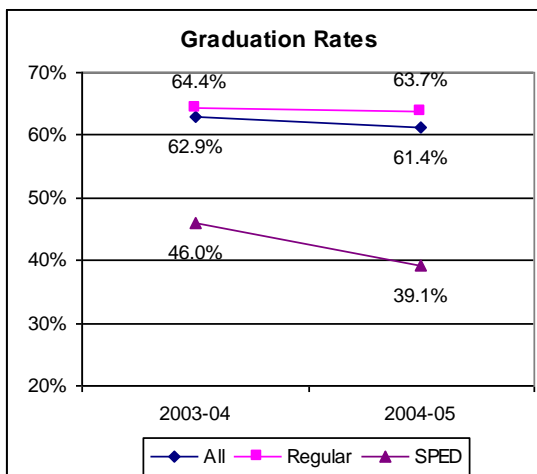
Measurement:

States must report using the graduation rate calculation and timeline established by the Department under the ESEA. (Revised FFY 2008)

Alaska reports using the graduation rate calculations and timeline established by the department under the ESEA. Data are collected from the Department's student-level database (OASIS) at the conclusion of each school year to be reported in Alaska's CSPR. The Graduation Rate is reported as a fraction. The numerator is the sum of the number of graduates receiving a regular diploma before June 30. The denominator is the sum of: the number of graduates; the number of dropouts in grade nine three school years prior; the number of unduplicated dropouts in grade ten two school years prior; the number of unduplicated dropouts in grade eleven in the prior school year; the number of unduplicated dropouts in grade 12 during the current year; and the number of grade 12 continuing students.

Overview of Issue/Description of System or Process:

Due to the requirements of the *No Child Left Behind Act* (NCLB), Alaska has made changes to its data collection methodology including the timing of data collections. Alaska now uses an end of the school year data collection method for determining graduation rates. However, the *Noon v. Alaska* decision will in all probability have an impact on both the graduation rate and the dropout rate. This decision allowed for 2003-2004 & 2004-2005 students to graduate regardless of their performance on the *Alaska High School Graduation Qualifying Exam* (HSGQE).

Baseline Data for FFY 2004 (2004-2005):

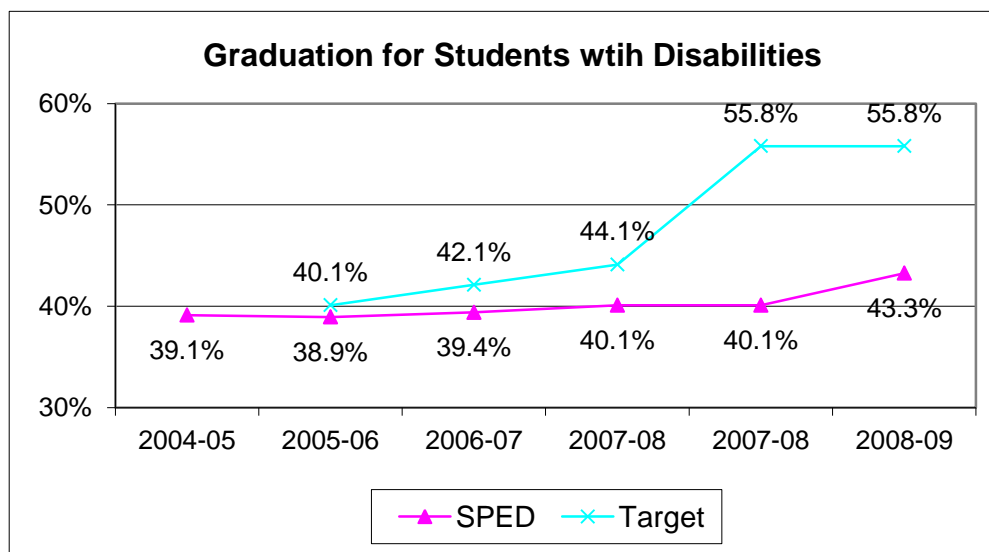
Discussion of Baseline Data:

The State of Alaska has a High Stakes Test called the Alaska High School Graduation Qualifying Exam (HSGQE). The HSGQE has made an impact on the graduation and dropout rates for all students in Alaska. In addition to meeting the districts graduation requirements, students are also required to pass all three parts of the HSGQE (reading, writing, and math) in order to graduate with a regular diploma. This has caused the graduation rates in our state to decrease. During 2004-2005, the State of Alaska was involved in a class action lawsuit about the HSGQE. The lawsuit, *NOON v. Alaska*, gave special education students a one year special education waiver allowing them to graduate regardless of their performance on the HSGQE.

It is the goal of the Alaska Department of Education & Early Development that all students graduate from high school, whether they are eligible for special education services or not.

There was no movement in the 2002-03 and 2003-04 school years in the proportion of special education students graduating from high school. However, with a drop of 6.9% (due to the change in graduation requirements and passing the HSGQE) between 2003-04 and 2004-05, the target for 2005-06 is to reverse this downward slope. The following five academic years (2006-07 through 2010-11) will realize an increase of 2% over the previous years' graduation rate for special education students. After the sixth year (2010-11), the graduation rate for students participating in special education services in the State of Alaska will range between 50% and 55%.

Alaska Department of Education & Early Development collects this information and disseminates it to the districts in the form of the annual district report card data.

Updated Trend Data for FFYs 2005 – 2009:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	40.1%
2006 (2006-2007)	42.1%
2007 (2007-2008)	44.1%
FFY 08	Revised to match targets set under the ESEA
2008 (2007-2008)	55.8%
2009 (2008-2009)	55.8%
2010 (2009-2010)	55.8%
2011 (2011-2012)	85.0%
2012 (2012-2013)	85.0%

In January 2011, stakeholders met to extend the targets for this indicator for two additional years. The extended targets to continue to match the targets set by Alaska under the ESEA. In addition, the targets for FFY 2009 and FFY 2010 were revised to match the targets set under the ESEA in Alaska's most recently approved accountability workbook.

Improvement Activities /Timelines/Resources for Indicator 1 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- Statewide public service announcements, such as "Raising a Graduate is Everyone's Business", to motivate students to graduate from high school.
- Strategies to promote inclusion and access to the general education curriculum.
- Statewide "Graduation Improvement Group" looking at graduation rates and initiatives to improve graduation rates for all students.
- Alaska Staff Development Network offered a web-based course called "Helping Students Graduate: A Strategic Approach for Dropout Prevention K-12."
- The Alaska Legislature approved a proposal that allows all Alaska high school students to earn tuition scholarships for use after high school at qualifying Alaska schools. The Governor's Performance Scholarship, or GPS, is a merit-based scholarship.

New and Revised Improvement Activities for FFYs 2011 - 2012:

(The improvement strategies for Indicator 1 are coordinated with those for Indicators 2, 13 and 14.)

Improvement Activities	Timelines	Resources	Status
EED and its stakeholders will increase district and school awareness of graduation and dropout rates, secondary transition, and post-secondary outcomes for	Initial reports and technical assistance in	EED staff and stakeholders Existing data	New

Improvement Activities	Timelines	Resources	Status
<p>students with disabilities.</p> <ul style="list-style-type: none"> Provide annual data reports to district superintendents and special education directors, to be shared with principals and other school staff. Assist district staff to read and discuss reports with general education and community partners. 	<p>FFY 2011</p> <p>Ongoing reports through FFY 2012 and beyond, modified according to feedback</p>	<p>reports including district data profiles</p> <p>National Center on Dropout Prevention</p>	
<p>EED will improve consistency of appropriate accommodations and modifications for tests, including the High School Graduation Qualifying Exam (HSGQE).</p> <ul style="list-style-type: none"> Streamline the application process for accommodations and modifications on the HSGQE. Develop a list of HSGQE accommodations that may be approved at the IEP-team level (i.e. extended time). Collect additional data on accommodations and modifications used on the HSGQE and when they were/were not provided. 	<p>Review application process in FFY 2011</p> <p>Develop list in FFY 2012</p> <p>Collect data in FFY 2011 and FFY 2012 and analyze</p>	<p>EED special education staff and assessment staff in collaboration</p> <p>National Center on Education Outcomes</p>	New
<p>EED and its stakeholder will conduct further data examination and root cause analysis to determine reasons for low graduation/high dropout rates and the large gap between graduation/dropout rates for all students and graduation rates for youth with disabilities.</p> <ul style="list-style-type: none"> Examine data for low attendance and truancy and determine correlations. Examine data for suspensions and expulsions and determine correlations. Determine which data seem to predict risk of not graduating. Use data to identify high-risk students for targeted interventions and services. 	<p>Determine availability of data and begin analyses in FFY 2011</p> <p>Explore tools for dropout/graduation risk in FFY 2011</p> <p>Continue data examination and risk evaluation in FFY 2012</p>	<p>EED staff and stakeholders</p> <p>Additional data reports on attendance</p> <p>National Center on Dropout Prevention</p>	New
<p>EED will identify and distribute best practices across district and schools for improving graduation and decreasing dropout rates.</p> <ul style="list-style-type: none"> Conduct interviews and analyses to determine what is working in districts/schools that have successfully increased graduation and decreased dropout rates. Develop professional development for other districts based on the best practices identified. Use successful districts/schools to mentor and train others. 	<p>Identify successful districts in FFY 2011</p> <p>Collect and distribute best practices in FFYs 2011, 2012 and ongoing</p>	<p>EED staff and stakeholders</p> <p>District staff</p> <p>Longitudinal data reports</p>	New

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

Data Source:

Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA).

Measurement:

States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA. (Revised FFY 2008)

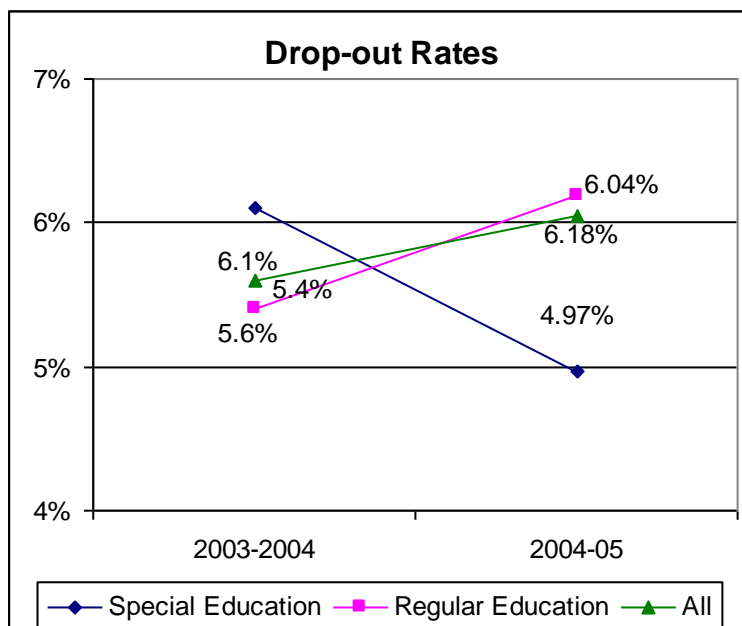
As approved in Alaska's accountability workbook under Title I of the ESEA, Alaska does not currently calculate dropout rates for the disability subgroup and has not set targets for that subgroup. For purposes of APR reporting, Alaska calculates the dropout rate for youth with IEPs the same way that it calculates the overall dropout rate for the CSPR. The dropout rate is computed by dividing the number of dropouts in the current school year by the number of students enrolled in grades 7-12 on October 1 of the current school year. School year is defined as the 12-month period beginning on July 1 and ending June 30.

Overview of Issue/Description of System or Process:

This data is generated from the department's student – level database (OASIS) and the information is collected at the conclusion of each school year. As a result of the requirements of the *No Child Left Behind Act* (NCLB), Alaska has made changes to its data collection methodology including the timing of data collections.

A **dropout** is defined as a student who was enrolled in the district at some time during the school year and whose enrollment terminated. This does not include an individual who:

- graduated from high school or completed a state or district approved education program, as evidenced by receipt of formal recognition from school authorities;
- transferred to another public school, private school, state or district approved education program;
- is temporarily absent due to suspension;
- is absent due to illness or medical condition;
- died.

Baseline Data for FFY 2004 (2004-2005):**Discussion of Baseline Data:**

Having a High Stakes Test (the *High School Graduation Qualifying Examination* - HSGQE) will, in all likelihood, impact both the graduation and the dropout rate for students in special education. The dropout rate for students enrolled in special education has, over the past two academic years, been consistently lower than students enrolled in general education. However, it must be noted that the percent of students dropping out, whether they be enrolled in special education or general education, has increased by approximately 33% between 2003-04 and 2004-05. However, this apparent increase is artificial. The largest school district in the state, which enrolls over 37% of the student population, made adjustments to the way they capture and record both dropout and graduation rates (previously, summer attrition, retention, and graduation rates were not reported). One school district accounts for 40% of the special education student population enrolled and slightly less than 37% of the general education population. This one district directly impacts all of the state numbers.

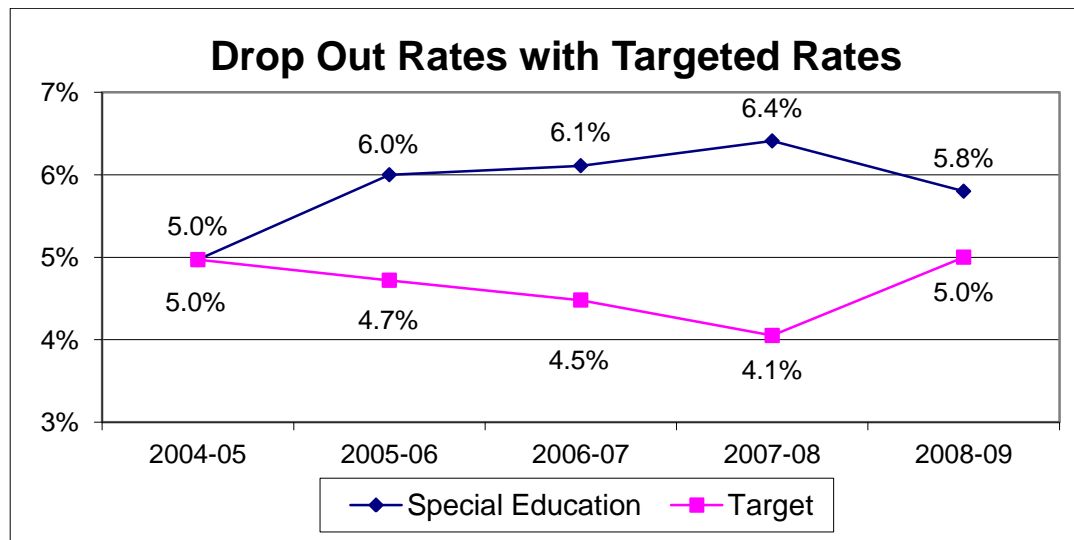
As stated in Indicator #1, it is the goal of the Alaska Department of Education & Early Development that all students graduate from high school whether they're eligible for special education services or not. Of course this goal can only be accomplished if there is a zero drop-out rate.

It should be noted that there was an increase in the dropout rate for students in both general education and special education. In short, the increase in dropout rate may be an artifact of more accurate measuring techniques and, if this is the case, a return to 2003-04 levels, which requires a 43% reduction from 2004-05 levels, is unrealistic.

The State of Alaska has a High Stakes Test, the High School Graduation Qualifying Exam (HSGQE), which has impacted the graduation and dropout rate for all students in Alaska. In order for students to graduate with a diploma they need to pass all three parts of the HSGQE in Reading, Writing and Math as well as meet the district graduation requirements. This has caused the dropout rates in our state to increase.

During 2004-2005, the State of Alaska was involved in a class action lawsuit about the HSGQE. *NOON v. Alaska* gave special education students a one year special education waiver allowing students to graduate regardless of their performance on the HSGQE. This has had a large affect on the dropout rate.

Updated Trend Data for FFYs 2005 – 2009:



FFY	Measurable and Rigorous Target
2005 (2005-2006)	4.7%
2006 (2006-2007)	4.5%
2007 (2007-2008)	4.3%
2008 (2008-2009)	4.1%
2009 (2009-2010)	5.0%
2010 (2010-2011)	5.0%
2011 (2011-2012)	5.0%
2012 (2012-2013)	4.9%

In January 2011, stakeholders met to extend the targets for this indicator for two additional years. Upon reviewing the data reported in the FFY 2005 to FFY 2009 APRs, stakeholders determined that the targets were not realistic given the implementation of the HSGQE. Alaska revised its targets based on stakeholder input to continue to show progress in the final reporting year (FFY 2012) from the baseline data of 5.0%.

Improvement Activities /Timelines/Resources for Indicator 2 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- Statewide public service announcements, such as “Raising a Graduate is Everyone’s Business”, to motivate students to graduate from high school.
- Statewide "Graduation Improvement Group" looking at graduation and dropout rates and initiatives to improve graduation rates for all students.
- Alaska Staff Development Network offered a web-based course called “Helping Students Graduate: A Strategic Approach for Dropout Prevention K-12.”
- The Alaska Legislature approved a proposal that allows all Alaska high school students to earn tuition scholarships for use after high school at qualifying Alaska schools. The Governor’s Performance Scholarship, or GPS, is a merit-based scholarship.

New and Revised Improvement Activities for FFYs 2011 - 2012:

(The improvement strategies for Indicator 2 are aligned with those for Indicators 1, 13 and 14.)

Improvement Activities	Timelines	Resources	Status
<p>EED and its stakeholders will increase district and school awareness of graduation and dropout rates, secondary transition, and post-secondary outcomes for students with disabilities.</p> <ul style="list-style-type: none"> • Provide annual data reports to district superintendents and special education directors, to be shared with principals and other school staff. • Assist district staff to read and discuss reports with general education and community partners. 	<p>Initial reports and technical assistance in FFY 2011</p> <p>Ongoing reports through FFY 2012 and beyond, modified according to feedback</p>	<p>EED staff and stakeholders</p> <p>Existing data reports including district data profiles</p> <p>National Center on Dropout Prevention</p>	New
<p>EED will improve consistency of appropriate accommodations and modifications for tests, including the High School Graduation Qualifying Exam (HSGQE).</p> <ul style="list-style-type: none"> • Streamline the application process for accommodations and modifications on the HSGQE. • Develop a list of HSGQE accommodations that may be approved at the IEP-team level (i.e. extended time). • Collect additional data on accommodations and modifications used on the HSGQE and when they were/were not provided. 	<p>Review application process in FFY 2011</p> <p>Develop list in FFY 2012</p> <p>Collect data in FFY 2011 and FFY 2012 and analyze</p>	<p>EED special education staff and assessment staff in collaboration</p> <p>National Center on Education Outcomes</p>	New
<p>EED and its stakeholder will conduct further data examination and root cause analysis to determine reasons for low graduation/high dropout rates and the large gap between graduation/dropout rates for all students and graduation rates for youth with disabilities.</p> <ul style="list-style-type: none"> • Examine data for low attendance and truancy and determine correlations. • Examine data for suspensions and expulsions and determine correlations. • Determine which data seem to predict risk of not graduating. Use data to identify high-risk students for targeted interventions and 	<p>Determine availability of data and begin analyses in FFY 2011</p> <p>Explore tools for dropout/ graduation risk in FFY 2011</p> <p>Continue data examination and risk</p>	<p>EED staff and stakeholders</p> <p>Additional data reports on attendance</p> <p>National Center on Dropout Prevention</p>	New

Improvement Activities	Timelines	Resources	Status
services.	evaluation in FFY 2012		
<p>EED will identify and distribute best practices across district and schools for improving graduation and decreasing dropout rates.</p> <ul style="list-style-type: none"> Conduct interviews and analyses to determine what is working in districts/schools that have successfully increased graduation and decreased dropout rates. Develop professional development for other districts based on the best practices identified. Use successful districts/schools to mentor and train others. 	<p>Identify successful districts in FFY 2011</p> <p>Collect and distribute best practices in FFYs 2011, 2012 and ongoing</p>	<p>EED staff and stakeholders</p> <p>District staff</p> <p>Longitudinal data reports</p>	New

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Data Source:

AYP data used for accountability reporting under Title I of the ESEA.

Measurement:

A. AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = [(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

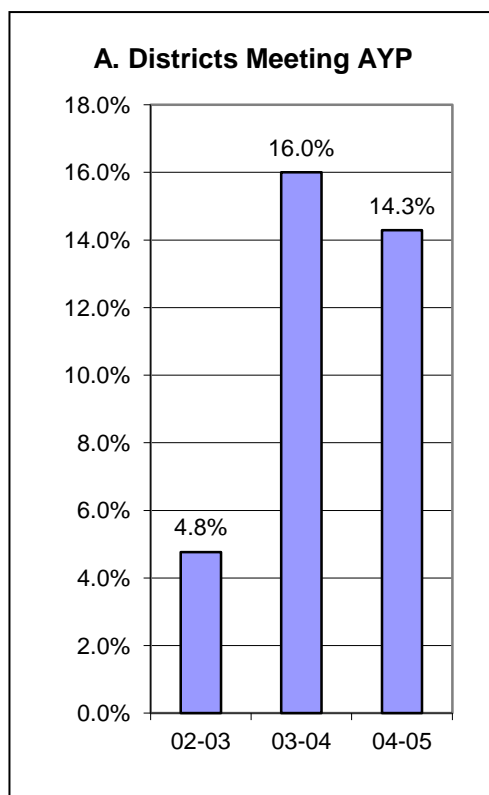
(Revised FFY 2008)

Overview of Issue/Description of System or Process:

These data are based on the data collected and reported under the ESEA. Alaska assesses all students in Grades 3 through 9. In addition, the State of Alaska requires high school students to pass a high-stakes examination as a condition for receiving a diploma. This exam, called the *High School Graduation Qualifying Examination* (HSGQE) is first administered in spring semester of the sophomore year. All students are required to take the exam on the first administration. Their performance on the exam is reported under the ESEA for Grade 10.

Baseline Data for FFY 2004 (2004-2005):

A. For AYP purposes, districts must have a minimum of 41 individuals in the disability subgroup for consideration. Although the percentage of districts meeting the State's AYP objectives for disability subgroup progress has decreased 1.7% from 2003-04 to 2004-05, what is not reflected is the percentage of districts that meet the 41-count requirement has changed from year to year.



When comparing 2002-03 and 2004-05 school years, which both had the same number of districts meeting the minimum N for AYP inclusion (21), the proportion of districts meeting the State's AYP objectives for progress for disability subgroup increased by 300%, from 4.8% to 14.3%.

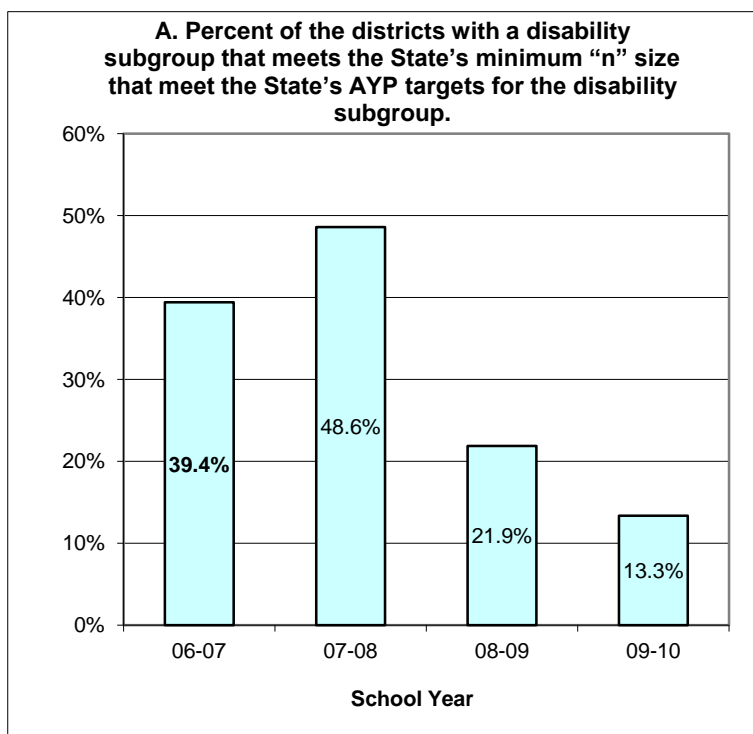
Year	Districts Meeting AYP Min. N
2002-03	21
2003-04	25
2004-05	21

Discussion of Baseline Data:

For districts having a minimum of 41 students with special education qualifying conditions (i.e., the minimum number for inclusion) the Annual Yearly Progress (AYP) for students in the areas of mathematics and reading will increase by 3% per year.

Although this 3% increase in AYP seems modest, it must be viewed against a fairly transient student population (as indicated in the fluctuating number of districts meeting the minimum N for AYP reporting purposes). As the population of the State continues to increase, it's quite likely some of this increase will occur in areas outside of the main urban areas. In the future we anticipate more than 21 out of Alaska's 54 school districts will meet the minimum N for inclusion in the AYP figures, but there is no guarantee.

Updated Trend Data for FFYs 2005 – 2009:

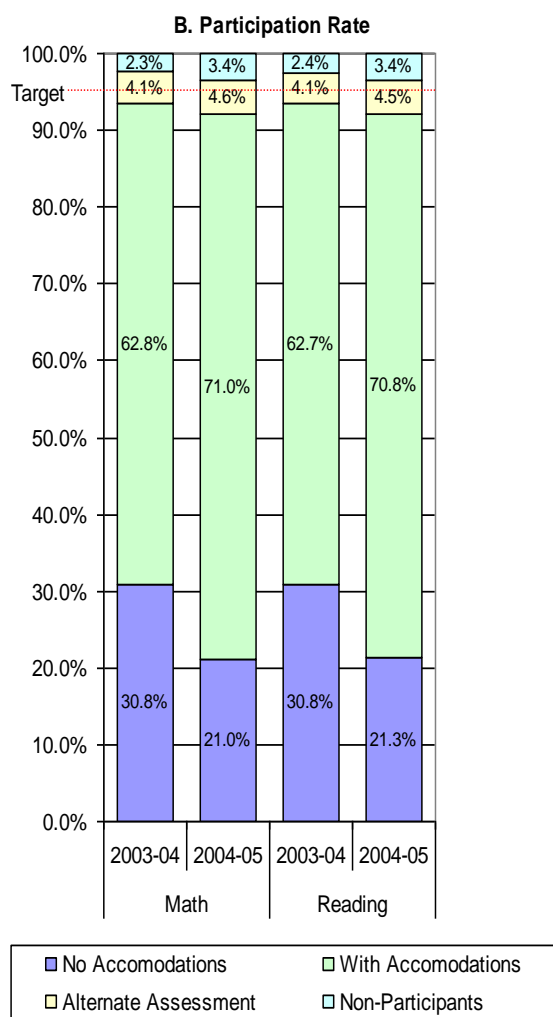


FFY	Measurable and Rigorous Target
2005 (2005-2006)	17.3%
2006 (2006-2007)	20.3%
2007 (2007-2008)	23.3%
2008 (2008-2009)	26.3%
2009 (2009-2010)	13.3%
2010 (2010-2011)	14.3%
2011 (2011-2012)	15.3%
2012 (2012-2013)	16.3%

In January 2011, stakeholders met to extend the targets for this indicator for two additional years. Upon reviewing the data reported in the FFY 2005 to FFY 2009 APRs, stakeholders determined that the targets

were not realistic given the increasing difficult standards for meeting AYP under the ESEA. Alaska revised its targets based on stakeholder input to continue to show progress in the final reporting year (FFY 2012) from the baseline data of 14.3%.

B. Participation rate for children with IEPs in: (1) a regular assessment with no accommodations; (2) regular assessment with accommodations; (3) alternate assessment against alternate achievement standards. When looking at the participation rate for students with IEPs on assessments with accommodations in either mathematics or reading, the proportion engaged in such an activity increased by approximately 9% between the 2003-04 and 2004-05 academic years. The measurable and rigorous target as shown in the table for participation rate is 95%. Alaska student participation rate exceeds the target.



Discussion of Baseline Data:

Participation of students with disabilities in the statewide assessment is required not only by the federal NCLB, but also by state regulations 4 AAC 700-790 Statewide Student Assessment. Furthermore, language from the Participation Guidelines makes clear that participation of all students is a requirement. The table attached describes the participation rates for students with disabilities in the statewide assessment systems for Grade 3 to Grade 10. Although the NCLB calls for a target of 95% participation

on all assessments, OSEP has indicated the need for “continuous improvement.” The measurable and rigorous targets make incremental increases from 2004 to 2012. EED’s actual percentages for participation rate were 96.3 in math and 96% in reading.

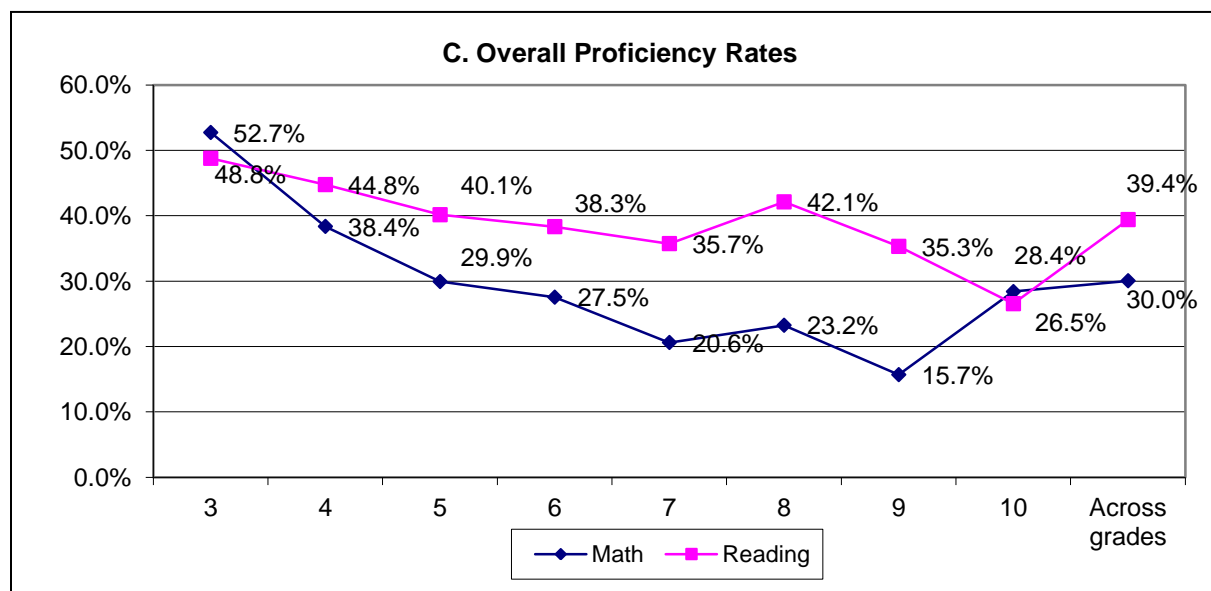
Updated Trend Data for FFYs 2005 – 2009:

FFY	Baseline	Target	Actual
2004 (04-05)	Reading 97 % Math 97.1 %		
2005 (05-06)		95.0 %	Reading 97.1 % Math 97.2 %
2006 (06-07)		95.2 %	Reading 97.2 % Math 97.4 %
2007 (07-08)		95.4 %	Reading 97.6 % Math 97.7 %
2008 (08-09)		95.6 %	Reading 97.1 % Math 97.3 %
2009 (09-10)		95.0 %	Reading 97.1 % Math 97.5 %

FFY	Measurable and Rigorous Target
2005 (2004-2005)	95%
2006 (2005-2006)	95%
2007 (2006-2007)	95.2%
2008 (2007-2008)	95.4%
2009 (2008-2009)	95.6%
2010 (2009-2010)	95%
2011 (2010-2011)	95%
2011 (2011-2012)	95%
2012 (2012-2013)	95%

In January 2011, stakeholders met to extend the targets for this indicator for two additional years. Upon reviewing the data reported in the FFY 2005 to FFY 2009 APRs for this and other indicators, stakeholders determined that it was most appropriate to align the targets for this indicator with the targets established under the ESEA for participation in statewide assessments. These targets are now aligned with those targets.

C. The proficiency rate of children with IEPs (with respect to grade level standards) demonstrates an overall decrease in proficiency for mathematics and reading as the child's grade level increases.



Overall Proficiency Rates for Children with IEPs in 2005-2006									
	3	4	5	6	7	8	9	10	Grades 3-9
Math	52.7%	38.4%	29.9%	27.5%	20.6%	23.2%	15.7%	28.4%	30.0%
Reading	48.8%	44.8%	40.1%	38.3%	35.7%	42.1%	35.3%	26.5%	39.4%

Discussion of Baseline Data:

Proficiency rates for the 2004-2005 baseline school year were calculated by dividing the number of students who were proficient or above in each examination by the total number of students with disabilities. Proficiency is measured by students' performance in the following assessments:

- Regular assessment with no accommodations
- Regular assessment with accommodations
- Alternate assessment against alternate achievement standards

Alaska data reflects proficiency across grades 3-8 & 10.

As the grade level increases the overall proficiency rate in mathematics for children in special education decreases from a high of 52.7% in the third grade to a low of 15.7% in the ninth grade. Across all grades the overall proficiency rate in mathematics is 30%.

The same downward trend is realized when looking at the proficiency rate in reading. In third grade students demonstrated an overall proficiency rate in reading of 48.8%. Other than a slightly increased proficiency rate in eighth grade, this percentage continued to decrease until the tenth grade when the proficiency rate was 26.5%.

Measurable and Rigorous Target's Math								
Grade	3	4	5	6	7	8	10	Across Grades
2004 (2004-2005)	52.7%	38.4%	29.9%	27.5%	20.6%	23.2%	28.4%	30.0
2005 (2005-2006)	54.2	39.9	31.4	29	22.1	24.7	18.5	32.6
2006 (2006-2007)	55.7	41.4	32.9	30.5	23.6	26.2	20	34.1
2007 (2007-2008)	57.2	42.9	34.4	32	25.1	27.7	21.5	35.6

Measurable and Rigorous Target's Reading								
Grade	3	4	5	6	7	8	HS	Across Grades
2004 (2004-2005)	48.8%	44.8%	40.1%	38.3%	35.7%	42.1%	26.5%	39.4
2005 (2005-2006)	50.3	46.3	41.6	39.8	37.2	43.6	39.3	42.3
2006 (2006-2007)	51.8	47.8	43.1	41.3	38.7	45.1	40.8	43.8
2007 (2007-2008)	53.3	49.3	44.6	42.8	40.2	46.6	42.3	45.3

Revised Baseline and Targets (FFY 2008):

In FFY 2008, based on guidance provided in the SPP/APR Measurement Table, Alaska revised this indicator to report an overall percentage against a target for all grades (Grades 3 – 10 as reported under ESEA) rather than reporting a percentage against a target for each grade assessed.

In January 2011, stakeholders met to extend the targets for this indicator for two additional years. Upon reviewing the data reported in the FFY 2005 to FFY 2009 APRs, stakeholders revised the targets for FFYs 2010 to 2012.

Proficiency Rates - Math						
	FFY 2008 (08-09)	FFY 2008 (08-09)	FFY 2009 (09-10)	FFY 2010 (10-11)	FFY 2011 (11-12)	FFY 2012 (12-13)
Grade	Revised Baseline	Target	Target	Target	Target	Target
3	49.8%					
4	49.9%					
5	40.6%					
6	38.9%					
7	30.7%					
8	30.7%					
9	21.9%					
10	27.6%					
All	37.5%	37.5%	40.4%	40.9%	41.4%	42.0%

Proficiency Rates - Reading						
	FFY 2008 (08-09)	FFY 2008 (08-09)	FFY 2009 (09-10)	FFY 2010 (10-11)	FFY 2011 (11-12)	FFY 2012 (12-13)
Grade	Revised Baseline	Target	Target	Target	Target	Target
3	45.7%					
4	51.2%					
5	48.7%					
6	46.4%					
7	46.2%					
8	48.3%					
9	39.2%					
10	43.9%					
All	46.5%	46.5%	47.8%	49.9%	50.4%	51.0%

Improvement Activities /Timelines/Resources for Indicator 3 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- Alternate Assessment reliability and validity studies and statistical analysis as well as program evaluations are conducted annually and presented in the technical report.
- Professional Development Training on selecting, administering, and evaluating appropriate accommodations for students with disabilities.
- New Mentor Training-Orientation to the Alternate Assessment, student eligibility criteria, overview of online training, and training in a computer lab to acquire initial proficiencies in test administration.
- The Special Education Unit at the Department provides technical assistance to the Assessment Unit at the Department.

New and Revised Improvement Activities for FFYs 2011 - 2012:

Improvement Activities	Timelines	Resources	Status
<p>EED will improve the consistency of appropriate accommodations and modifications for all statewide tests.</p> <ul style="list-style-type: none"> • Streamline the application process for accommodations and modifications on assessments • Develop a list of accommodations (including HSGQE) that may be approved at the IEP-team level (i.e. extended time) • Collect additional data on accommodations and modifications used on assessments and when they were/were not provided. 	<p>Review application processes in FFY 2011</p> <p>Develop list in FFY 2012</p> <p>Collect data in FFY 2011 and FFY 2012 and analyze</p>	<p>EED special education staff and assessment staff in collaboration</p> <p>National Center on Education Outcomes</p>	New
<p>EED will identify and distribute best practices across district and schools. Start with school-level data and interviews of principals.</p> <ul style="list-style-type: none"> • Conduct interviews and analyses to determine what is working in districts/schools that have successfully increased proficiency on statewide assessments for students with disabilities. • Develop professional development for other districts based on the best practices identified. • Use successful districts/schools to mentor and train others. 	<p>Identify successful districts or schools in FFY 2012</p> <p>Collect and distribute best practices in FFYs 2012 and ongoing</p>	<p>EED staff and stakeholders</p> <p>District and school staff</p> <p>Longitudinal data reports</p>	New
<p>EED will develop training, including an e-module, on accommodations and modifications. EED will explore the possibility of mandating the training prior to the administration of statewide exams each year.</p>	<p>Begin development in FFY 2011</p>	<p>EED staff and stakeholders including statewide assessment staff</p>	New
<p>EED will analyze the invalid test scores and determine whether additional training is needed about what makes a test score invalid and how to avoid invalid test scores that may decrease proficiency levels.</p>	<p>Determine availability of data in FFY 2011 and ongoing analyses</p>	<p>EED staff and stakeholders including statewide assessment staff</p>	New

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Data Source:

Data collected on Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days). Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

Measurement:

- A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.
- B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

(Revised FFY 2009)

Significant Discrepancy is defined as 1% or more above the current year's state average by comparing the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs within the State.

For Indicator 4, Alaska has established a **minimum "n" size** of at least 10 children with IEPs enrolled in the school district. For Indicator 4B, Alaska also uses a minimum "n" size of at least 10 children with IEPs enrolled in any race/ethnicity group identified with a significant discrepancy.

Indicator 4A:**Overview of Issue/Description of System or Process:**

Suspension and expulsion data is not obtained via the department's student level database system, but rather in a separate collection named the NCLB Expulsions and Suspensions database. Although the department reports suspension and expulsion data to OSEP as required by Section 618, no baseline/trend data is reported because of questions regarding the validity of the data for 2002-2003. However, in FY2003-2004 Alaska took the total number of expulsions and suspensions divided by the total number of students given a population to determine that non-disabled students are suspended and expelled at a rate of 6.7% while students with disabilities are suspended and expelled at a rate of 11.7%. Alaska gave due diligence in collecting this data and is confident the data has made gains in validity and reliability over years past. EED is confident the 2004-2005 data reported below presents an accurate description of state performance on this indicator.

Baseline Data for FFY 2004 (2004-2005):

In total, there are 113,970 students enrolled in Alaska's 54 school districts and 18,140 receive special education services (13.6%). When viewing data for all 54 school districts, approximately 31% reported suspensions or expulsions of 10 or more days (n=17). This percentage is found whether looking at the General Education or Special Education student populations.

There are 17 districts showing a significant discrepancy in their suspension and expulsion rates. When looking at data for 13 of these districts, the rate of such action was slightly greater for students in special education than it was for students in general education.

The rate of disciplinary action for the suspension and expulsion of students participating in general education was slightly over 1% (1.2%). The rate of such action for students participating in special education was slightly under 2% (1.6%). These state averages can serve as a benchmark against what district specific rates can be compared to.

Fourteen school districts reported suspension/expulsion disciplinary action data. Of those 14 districts, 43% reported rates above the state average for students enrolled in general education (n=6). This is the same number and rate for districts which reported such disciplinary action for students enrolled in special education; i.e., n=6, and 43%.

Districts above the state average (i.e., those having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities of greater than 10 days in a school year) varied in the degree of the discrepancy.

The six districts having expulsions/suspensions greater than the state average for students within general education (1.2%) ranged from 0.2% to 3.6% above the state average.

For students in special education, the six districts having expulsions/suspensions greater than the state average (1.6%) ranged from 0.6% to 3.5% above the state average.

The average difference for districts that had general education students suspended or expelled greater than the state average was 1.3%. The difference for districts having special education students who were suspended or expelled greater than the state average was 2.1%.

Discussion of Baseline Data:

It is a goal of the Department of Education & Early Development, and each school district in Alaska, to reduce the number of students with disabilities who are either expelled or suspended for 10 days or more per school year.

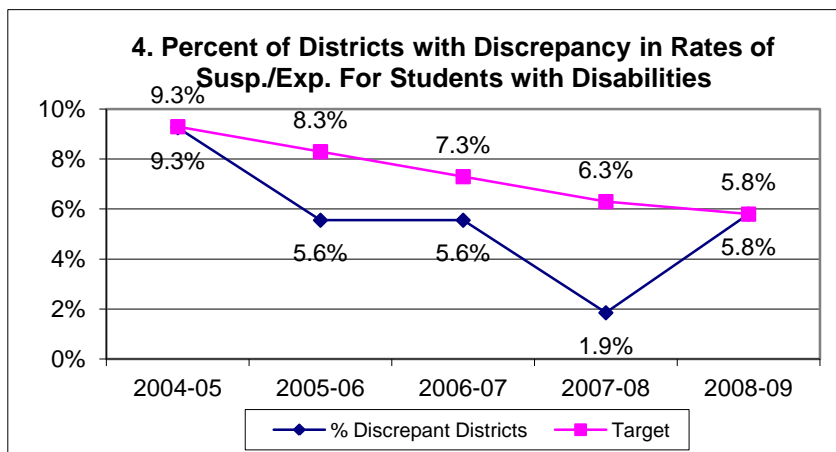
Currently (2004-05), five school districts are 1% point or more above the state average for suspensions and expulsions of children with disabilities for greater than 10 days in a school year. Our goal is to reduce each school district's rate of children with disabilities who have been suspended or expelled for

greater than 10 days in a school year, to a level equal or below what was set by students in general education.

The baseline for all school districts is set at the 2004-05 state average for suspensions and expulsions of children in general education for greater than 10 days in a school year; i.e., 1.2%.

It should be noted that 11 school districts currently meet the target concerning the proportion of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. The goal is to reduce the percentage of districts deemed discrepant by 1 % each year.

Updated Trend Data for FFYs 2005 – 2009:



FFY	Measurable and Rigorous Target
2005 (2005-2006)	8.3%
2006 (2006-2007)	7.3%
2007 (2007-2008)	6.3%
2008 (2007-2008)	6.3%
2009 (2008-2009)	5.8%
2010 (2009-2010)	5.3%
2011 (2010-2011)	4.8%
2012 (2011-2012)	4.3%

In January 2011, stakeholders met to extend the targets for this indicator for two additional years. Upon reviewing the data reported in the FFY 2005 to FFY 2009 APRs, stakeholders revised the targets for FFY 2009 and 2010 and added targets for FFYs 2011 and 2012.

Indicator 4B:**Overview of Issue/Description of System or Process:**

In Alaska, suspension and expulsion data is not obtained via the department's student level database system, but rather in a separate collection named the NCLB Expulsions and Suspensions database.

Using this collection, Alaska annually examines data for discrepancies, by race or ethnicity, in suspensions and expulsions of greater than 10 days in a school year of children with IEPs. Alaska stakeholder defined significant discrepancy for purposes of this indicator as 1% point or more above the current year's state average by comparing the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State, by race or ethnicity.

If significant discrepancies, by race or ethnicity, are discovered in a district, Alaska conducts a review of the districts policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. This review is conducted by requiring the district to provide its policies, procedures, and all student records for students that were suspended or expelled for greater than 10 days in the school year from the race or ethnicity category that was discrepant as well as records for comparison children in other race or ethnicity categories. AKEED staff, together with district staff, review all documents and conduct interviews to determine whether noncompliance policies procedures or practices contributed to the significant discrepancy.

If Alaska finds that noncompliance policies, procedures or practices contributed to the significant discrepancy, it makes findings of noncompliance and required and verifies correction of those findings consistent with OSEP Memo 09-02.

FFY	Measurable and Rigorous Targets
2009 (using 2008-2009 data)	0%
2010 (using 2009-2010 data)	0%
2011 (using 2010-2011 data)	0%
2012 (using 2011-2012 data)	0%

Baseline Data for FFY 2009 (using 2008-2009 data):**4B(a). LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion:**

Year	Total Number of LEAs	Number of LEAs that Met Alaska's Minimum N Size	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent
FFY 2009 (using 2008-2009 data)	54	52	8	15.4%

4B(b). LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Year	Total Number of LEAs	Number of LEAs that Met Alaska's Minimum N Size	Number of LEAs that have Significant Discrepancies, by Race or Ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Percent
FFY 2009 (using 2008-2009 data)	54	52	3	5.8%

Discussion of Baseline Data:

Alaska's analysis of its 2008-2009 suspension and expulsion data, by race and ethnicity, found that eight school districts had significant discrepancies, by race or ethnicity.

Review of Policies, Procedures, and Practices:

Correction of Noncompliance:

While these findings were made in FFY 2009 and will be reported as corrected in the FFY 2010 APR in Indicators 4B and 15, Alaska notes it has verified all three findings as corrected. Consistent with OSEP Memorandum 09-02:

- 1) The findings listed above account for all instances of noncompliance related to this indicator. Alaska considers each individual instance of noncompliance to be a finding of noncompliance.
- 2) Through required plans of improvement (POIs), Alaska required districts to identify the root cause(s) of the noncompliance and address those root causes.
- 3) When needed, Alaska required LEAs to change policies, procedures and/or practices that contributed to or resulted in noncompliance with the timelines for initial evaluations. Any required changes were detailed in the monitoring report that notifies the LEA of noncompliance and reported on through the POI.
- 4) Alaska determined, by reviewing updated data, that each LEA was correctly implementing the IDEA requirements related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards (i.e., achieved 100% compliance). In addition, Alaska verified correction of each individual instance of noncompliance.

Specifically, for each of the three findings, Alaska EED required the LEA to implement a POI and to submit corrected files for all students where noncompliance was identified. In addition, AKEED required each of the three districts to submit additional behavior intervention plans that were completed after the

finding to demonstrate compliance. Each district submitted the required files and AKEED verified correction of the noncompliance in each district.

Improvement Activities /Timelines/Resources for Indicator 4 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- The state is implementing an Early Childhood School program and Community-wide PBS plan.
- Alaska is one of two states that have been awarded a TACSEI (Technical Assistance Center on Social Emotional Intervention) GRANT. The state will be implementing the Pyramid model to promote Social Emotional Competence in young children birth through 5.
- The state funded Positive Behavior Supports/Response to Intervention (PBS/RtI) Statewide Center, which was awarded to the Special Education Service Agency, is functioning as a statewide technical assistance center and a clearinghouse for Positive Behavior Support resources. The Center is part of the Statewide System of Support and provides skill based training to low performing schools through resources, on-site culturally appropriate training, and on-site and distance coaching for the implementation of school wide positive behavior supports with fidelity.

New and Revised Improvement Activities for FFYs 2011 - 2012:

Improvement Activities	Timelines	Resources	Status
<p>EED will develop and provide training and professional development to district special education staff and other parties on discipline policies, procedures and practices.</p> <ul style="list-style-type: none"> • Training will include when and how to conduct a manifestation determination and the procedures for placing a student in an interim alternative educational setting. • Training will also include conducting FBAs and developing BIPs. • Training will be provided to all districts. • Additional, intensive training will be provided to districts upon request or upon review of data demonstrating noncompliance with discipline requirements. 	FFY 2011 and ongoing	<p>EED staff District staff Parent groups Contractors and other agencies</p>	New
<p>EED and its stakeholders will become more knowledgeable about the systems in place across the state. Staff and stakeholders will identify and distribute best practices across district and schools. Districts with specific needs will also be identified.</p> <ul style="list-style-type: none"> • Conduct interviews and analyses to determine what is working and what is needed. • Develop professional development for other districts based on the best practices identified. • Use successful districts/schools to mentor and train others. • Specifically look for implementation of PBIS and possible correlation with suspensions and expulsion rates. 	FFY 2011 and ongoing	<p>EED staff and stakeholders District staff Parent groups Contractors and other agencies</p>	New
<p>EED and its stakeholders will increase district and school awareness of discrepancies in suspension and expulsion rates of students with disabilities, including by</p>	Initial reports and technical assistance in	<p>EED staff and stakeholders Existing data</p>	New

Improvement Activities	Timelines	Resources	Status
<p>race and ethnicity.</p> <ul style="list-style-type: none"> Although the data are different, data on discipline disproportionality is included on the annual district disproportionality report to each district. During its audio conferences and webinars, EED will include a discussion of discipline data and how those data relate to this indicator. 	<p>FFY 2011</p> <p>Ongoing reports through FFY 2012 and beyond, modified according to feedback</p>	<p>reports including district data profiles</p>	
<p>EED will collaborate with its general education partners to assist districts in providing consistent, complete discipline data to be used for analyses.</p> <ul style="list-style-type: none"> EED will meet with its general education partners to discuss strategies. EED will continue to examine data for inconsistencies and completeness and will provide feedback to districts. 	<p>Meet with general education partners in FFYs 2011 and 2012</p> <p>Continue ongoing data analyses</p>	<p>EED special education staff and general education partners</p>	<p>New</p>

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Data Source:

Data collected on Table 3 of Information Collection 1820-0517 (Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements).

Measurement:

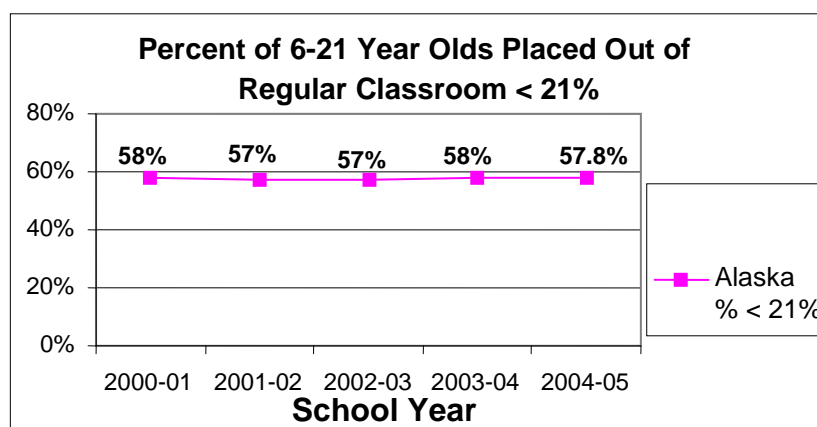
- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

(Revised FFY 2008)

Baseline Data for FFY 2004 (2004-2005):

- A. (i) # w/ IEPs removed from regular class < than 21% of the day = 9321
(ii) total # aged 6 - 21 with IEPs = 16132
Percent = $(9321/16132) * 100 = 57.8\%$
- B. (i) # w/ IEPs removed from regular class > than 60% of the day = 2078
(ii) total # aged 6 - 21 with IEPs = 16132
Percent = $(2078/16132) * 100 = 12.9\%$
- C. (i) # w/ IEPs served in public or private separate schools,... = 294
(ii) total # aged 6 - 21 with IEPs = 16132
Percent = $(294/16132) * 100 = 1.8\%$

A.



Within the State of Alaska, the percentage of children aged 6 through 21 who have been removed from the regular education classroom environment has remained relatively constant throughout the past five years. The percentage is approximately 57.8% with a yearly change of no more than 0.6%.

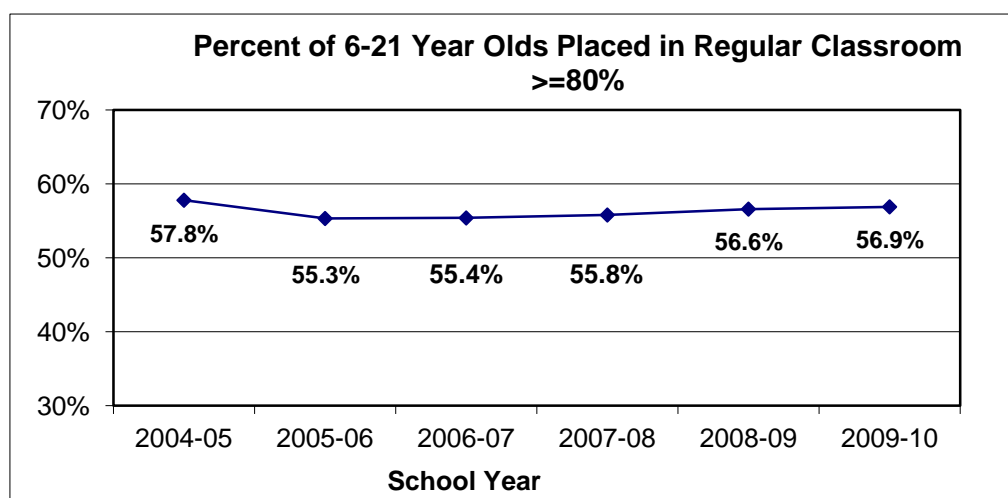
Nationwide, over the last four school years (2004-05 not released yet), the proportion of children aged 6 through 21 who have been removed from the regular education classroom environment has been steadily creeping upward. Over these four years, the nationwide proportion has increased by 3.5%.

Discussion of Baseline Data:

The State of Alaska has set its baseline at 57.8 %. The state has maintained within this 1% of this baseline for many years.

The State of Alaska EED surpassed the national 2003-04 average of children aged 6 through 21 who have been removed from the regular education classroom environment less than 21% of the day.

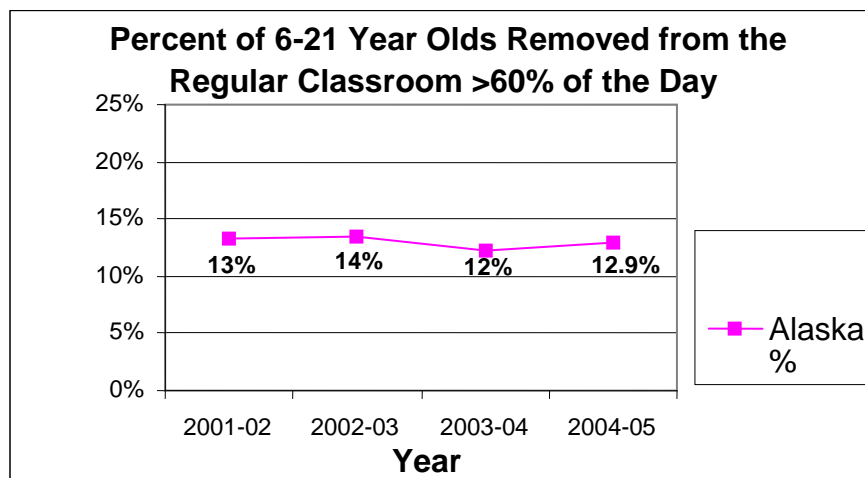
Updated Trend Data for FFYs 2005 – 2009:



FFY	Measurable and Rigorous Target
2005 (2005-2006)	58%
2006 (2006-2007)	58.2%
2007 (2007-2008)	58.4%
2008 (2008-2009)	58.6%
2009 (2009-2010)	56.8%
2010 (2010-2011)	57.2%
2011 (2011-2012)	57.5%
2012 (2012-2013)	57.9%

In January 2011, stakeholders met to extend the targets for this indicator for two additional years. Upon reviewing the data reported in the FFY 2005 to FFY 2009 APRs and discussing the data and improvement activities, stakeholders revised the targets for FFYs 2009 to 2012. The final target continues to show progress from the baseline data of 57.8%.

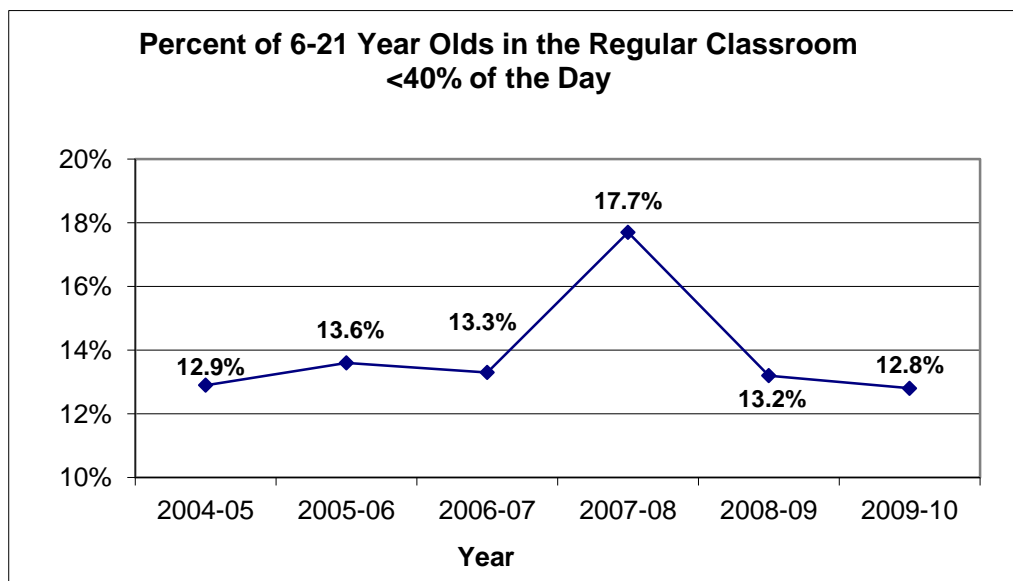
B.



Discussion of Baseline Data:

The State of Alaska has set its baseline at 12.9 %. The state has maintained within this 1% of this baseline for many years.

The State of Alaska EED surpassed the national 2003-04 average of children aged 6 through 21 who have been removed from the regular education classroom environment more than 60% of the day.

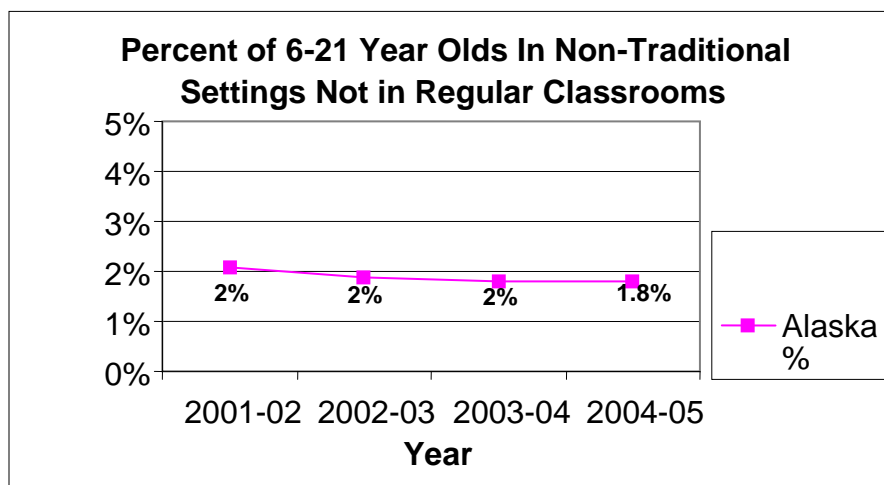
Updated Trend Data for FFYs 2005 – 2009:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	12.9%
2006 (2006-2007)	12.7%
2007 (2007-2008)	12.5%
2008 (2008-2009)	12.3%
2009 (2009-2010)	12.8%
2010 (2010-2011)	12.6%
2011	12.4%

(2011-2012)	
2012 (2012-2013)	12.2%

In January 2011, stakeholders met to extend the targets for this indicator for two additional years. Upon reviewing the data reported in the FFY 2005 to FFY 2009 APRs and discussing the data and improvement activities, stakeholders revised the targets for FFYs 2009 to 2012. The final target continues to show progress from the baseline data of 12.9%.

C.

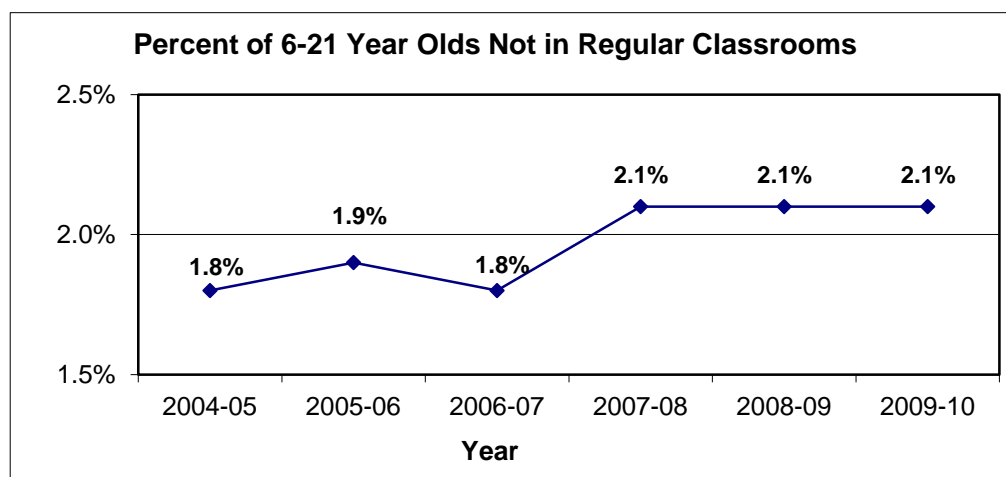


Discussion of Baseline Data (FFY 2004):

The State of Alaska has set its baseline at 1.8 %. The state has maintained within this 1% of this baseline for many years. The State of Alaska EED surpassed the national 2003-04 average of children aged 6 through 21 who are served in public or private separate schools, residential placements, and homebound or hospital placements as its target. Currently, Alaska is below the national average in this area of student participation. Alaska's target is to maintain or stay below the national average. Adjustments will be made at annual reporting time based on the state and national data.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	1.8%
2006 (2006-2007)	1.8%
2007 (2007-2008)	1.6%
2008 (2008-2009)	1.4%

Updated Trend Data for FFYs 2005 – 2009:



FFY	Measurable and Rigorous Target
2009 (2009-2010)	2.1%
2010 (2010-2011)	2.1%
2011 (2011-2012)	2.1%
2012 (2012-2013)	1.7%

In January 2011, stakeholders met to extend the targets for this indicator for two additional years. Upon reviewing the data reported in the FFY 2005 to FFY 2009 APRs and discussing the data and improvement activities, stakeholders revised the targets for FFYs 2009 to 2012. The final target shows progress from the baseline data of 1.8%.

Improvement Activities /Timelines/Resources for Indicator 5 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- EED submits LRE data through EDEN.
- Positive Behavioral Supports training is happening at the local level throughout our state.
- Many strategies are continually being developed to promote inclusion and access to the general education curriculum.
- EED provided additional training to districts on coding educational environments appropriately.
- EED revised the state's IEP form to include all possible LRE environments to assist LEAs with reporting.

New and Revised Improvement Activities for FFYs 2011 - 2012:

Improvement Activities	Timelines	Resources	Status
<p>Conduct further data examination and root cause analysis to determine reasons EED does not meet its targets.</p> <ul style="list-style-type: none"> Examine data from the state-funded Bring the Kids Home Movement to determine whether the children who are returning to Alaska from out-of-state placements (not special education placements), especially those returning with IEPs that did not previously have an IEP, are impacting LRE data. Increase analysis of placement practices during onsite monitoring for districts that do not meet state targets to determine root causes. 	<p>Determine availability of data and begin analyses in FFY 2012</p>	<p>EED staff and stakeholders Additional data reports on attendance National Center on Dropout Prevention</p>	New
<p>Identify and distribute best practices across district and schools.</p> <ul style="list-style-type: none"> Conduct interviews and analyses to determine what is working in districts/schools that have successfully increased LRE rates in general education classrooms and decreased rates in separate settings. Develop professional development for other districts based on the best practices identified. Use successful districts/schools to mentor and train others. Specifically look at implementation of PBIS and any potential correlation with LRE rates. 	<p>Identify successful districts in FFY 2012 and ongoing Collect and distribute best practices in FFY 2012 and ongoing</p>	<p>EED staff and stakeholders District staff Longitudinal data reports</p>	New

Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

See Indicator 1 for SPP Development overview.

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

(Revised FFY 2008)

States are not required to report on Indicator 6 for FFY 2010. In the FFY 2011 submission, due February 1, 2013, Alaska will establish a new baseline, targets and, as needed, improvement activities for this indicator using the 2011-2012 data.

Part B State Performance Plan (SPP) for 2008 – 2012

Monitoring Priority: Preschool Outcomes

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Data Source:

State selected data source.

Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c)]

plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e) divided by [the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

(Revised FFY 2008)

Overview of Issue/Description of System or Process:

The State of Alaska is using the Seven-Point ECO Child Outcomes Summary Form. For FFY 2007 submission of progress data the Department collected census data from all districts. The data necessary to address this indicator is currently collected as part of a Supplemental Workbook that will be submitted to the Department on an annual basis for each child. For indicator 7 each district was required to use the following instructions:

- Indicator 7 data must be collected for all IEP preschoolers.
- Entry data will be collected in the district within two months of program entry.
- Exit data will be collected in the district prior to the student's sixth birthday.
- Districts may use any of the following assessment tools to gather the entry and exit data: Dial 3, Brigance, Battelle, AGS, AEPS, or one approved by EED.
- Each student will be screened using one of the assessment tools listed above, and the results will be recorded on the Child Outcomes Summary Form.
- The data from this form will be reported to EED using the Supplemental Workbook. The state will use definitions for the level ratings of all three measurements (Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Use of Appropriate Behaviors to meet their needs) as they are already recorded on the Child Outcomes Summary Form.
- The criterion for defining “comparable to same age peers” has been defined as a 6 or 7 on the scale.

For indicator 7 each district was to provide a list of all children and to record their entry and exit level data using the following codes:

Code	Definition (see survey tool for complete Outcome Ratings Chart)
1	Does not yet show functioning expected for age in any situation. Skills and behaviors also do not include any immediate foundational skills upon which to build age appropriate functioning. Child's functioning might be described as like that of a much younger child .
2	Between level 1 and 3.
3	Does not yet show functioning expected for age in any situation. Behaviors and skills include immediate foundational skills upon which to build age appropriate functioning. Functioning might be described as like that of a younger child .
4	Between level 3 and 5.
5	Shows functioning expected for age some of the time and/or in some situations . Functioning is a mix of age appropriate and not appropriate. Functioning might be described as like that of a slightly younger child .
6	Between level 5 and 7. Functioning generally considered appropriate for age but there are some concerns about the functioning in this outcome area.

7	Shows functioning expected for age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for age. No one has concerns about child's functioning in this outcome area.
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Progress Data for FFY 2008 (2008-2009):

A. Positive social-emotional skills (including social relationships):	Number of Preschoolers	% of Preschoolers
a. Percent of preschool children who did not improve functioning.	56	8% (56 of 696)
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	73	10.5% (73 of 696)
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	136	19.5% (136 of 696)
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	190	27.3% (190 of 696)
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	241	34.6% (241 of 696)
Total	N =696	100%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of Preschoolers	% of Preschoolers
a. Percent of preschool children who did not improve functioning.	50	7.2% (50 of 696)
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	59	8.5% (59 of 696)
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	143	20.5% (143 of 696)
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	227	32.6% (227 of 696)
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	217	31.2% (217 of 696)

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of Preschoolers	% of Preschoolers
Total	N = 696	100%

C. Use of appropriate behaviors to meet their needs:	Number of Preschoolers	% of Preschoolers
a. Percent of preschool children who did not improve functioning.	45	6.5 % (45 of 696)
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	64	9.2% (64 of 696)
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	109	15.7% (109 of 696)
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	220	31.6% (220 of 696)
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	258	37.1% (258 of 696)
Total	N = 696	100%

Baseline Data for FFY 2008 and Revised Baseline Data for FFY 2009:

Summary Statements	2008-2009	2009-2010 (Revised Baseline Data)
Outcome A: Positive social-emotional skills (including social relationships)		
Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	71.6%	70.9%
The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program	61.9%	61.0%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	77.2%	76.2%

The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program	63.8%	59.3%
Outcome C: Use of appropriate behaviors to meet their needs		
Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	75.1%	73.8%
The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program	68.7%	67.0%

Discussion of Baseline Data:

FFY 2008 baseline data was collected for 696 early childhood students, 696 of whom had received services for at least six months, from 34 school districts. The state has shown a steady increase of reported data for this indicator. Entry data has now been collected from 49 of 54 school districts (1911 preschool students). In looking at our summary statement data from last year Alaska has shown progress in all but one area. Alaska believes that the quality of its data is improving because there is a better understanding of early childhood outcomes in the districts due to training and information sharing.

With broad stakeholder input, Alaska reestablished its baseline data as its FFY 2009 data based on more complete data. Alaska's stakeholders agreed that the data for this indicator are more consistent and complete in FFY 2009, reflecting a larger number of students, more districts, and better training on data collection and reporting.

Targets for FFYs 2009 to 2012:

Summary Statements	FFY 2009 Targets	FFY 2010 Targets	FFY 2011 Targets	FFY 2012 Targets
Outcome A: Positive social-emotional skills (including social relationships)				
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	70.9%	70.9%	71.1%	71.3%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	61.0%	61.0%	61.0%	61.1%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)				
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	76.2%	76.2%	76.4%	76.6%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	59.3%	59.3%	59.3%	59.4%
Outcome C: Use of appropriate behaviors to meet their needs				

1 Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	73.8%	73.8%	74.0%	74.2%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	67.0%	67.0%	67.0%	67.1%

In January 2011, stakeholders met to extend the targets for this indicator for two additional years. Upon reviewing the data reported in the FFY 2008 and FFY 2009 APRs, stakeholders revised the targets for FFYs 2009 to 2012. Stakeholders agreed that the targets were appropriate given the newness of the indicator and the increasing completeness of the data.

Improvement Activities /Timelines/Resources for Indicator 7 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- The EED Special Education data manager provides technical assistance to all districts to improve data collection for indicator 7.
- Provided technical assistance to LEAs regarding the identification, placement, and services available to preschool students with disabilities
- The Alaska Legislature approved EEDs request for \$2 million for a voluntary pilot preschool program that will serve up to 500 children statewide in school district-operated, half-day preschools for 4-year-olds and those 5-year-olds who are too young to enter kindergarten

New and Revised Improvement Activities for FFYs 2011 - 2012:

Improvement Activities	Timelines	Resources	Status
<p>Conduct further data examination and interviews to determine appropriate targets and improvement activities for this indicator as data become more complete and longitudinal data is available.</p> <ul style="list-style-type: none"> • Continue to encourage submission of complete data by all school districts by reporting district-level data in district data profiles. • Gather additional information related to preschool outcomes during onsite monitoring visits. 	<p>Determine availability of data and begin analyses in FFY 2012</p> <p>Reevaluate targets in FFY 2012</p>	EED staff and stakeholders	New
<p>Identify and distribute best practices across district and schools.</p> <ul style="list-style-type: none"> • Conduct interviews and analyses to determine what is working in districts/schools that have complete data and increased results. • Develop professional development for other districts based on the best practices identified. • Use successful districts/schools to mentor and train others. 	<p>Identify successful districts in FFY 2012 and future</p> <p>Collect and distribute best practices in FFY 2012 and future</p>	EED staff and stakeholders District staff Longitudinal data reports	New

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

Applied: (372/1270) *100 = 29.3% (Proportion of parents surveyed who indicate that the quality of the special education services received by their children and families meets or exceeds the standards set by a nationally representative group of special education stakeholders convened by NCSEAM in New Orleans in June 2005.)

Overview of Issue/Description of System or Process:

The State of Alaska is using the NCSEAM family survey to do a census survey of Alaska's special education parents. We will be collecting data for the purpose of measuring the performance and adequacy of schools, which are facilitating parent involvement to help improve services and results for children with disabilities. Data was collected by way of a statewide survey. EED will be contracting annually with a vendor of the NCSEAM survey. Alaska school districts will provide EED with electronic addresses for all parents of special education students in the spring of each year (approx. 17,000 addresses). EED will forward a cover letter and the parent information to the contractor. The contractor will mail the cover letter and surveys to all parents. EED will field questions from parents and district employees, who may have questions regarding the survey and the process.

The percentages to be reported to OSEP for indicator 8 in the SPP/APR are calculated as the percent of families whose measures are equal to or above a standard cutoff value. In these analyses, the standards applied were those recommended by a nationally representative stakeholder group convened by NCSEAM. This group identified items that most closely represented the content of each of the indicators and recommended the level of agreement that should be required on these items. For Part B indicator 8, it is necessary to operationalize the recommended standard as a measure of 600, since this is the calibration of the item chosen by the stakeholder group as the minimum amount of partnership effort that can reasonably be said to have met the terms of SPP/APR indicator 8. Thus, the percent reported to OSEP is the percent of families with measures on the Partnership Efforts Scale, at or above the minimum amount required and identified by the stakeholder group. The Indicator 8 percentage is the proportion of parents surveyed who indicate that the quality of the special education services, received by their children and families members, meets or exceeds the standards set by a nationally representative group of special education stakeholders convened by NCSEAM in New Orleans in June 2005. These standards were explicitly intended to set high but achievable goals. They represent the minimum level of services that parents, advocates, researchers, and administrators agree should be attained in all programs, for all children. NCSEAM has developed a target calculator that states can use to determine the minimum increase in percent that would represent a statistically significant change in the positive direction. Alaska has used the NCSEAM target calculator to set its targets.

Baseline Data for FFY 2006 (2006-2007):**ALL PART B (STANDARD METHOD)****Percent at or above indicator 8 standard: 29.3% (SE of the mean = 1.3%)**

Number of Valid Responses:	1270	Measurement reliability:	.91-.94
Mean Measure:	546	Measurement SD:	139

EXTERNAL BENCHMARK: ALL PART B (6 US states, 2005 NCSEAM PILOT STUDY)**Percent at or above indicator 8 standard: 17% (SE of the mean = 0.7%)**

Number of Valid Responses:	2,705	Measurement reliability:	0.94
Mean Measure:	481	Measurement SD:	135

Discussion of Baseline Data:**Data Validity and Reliability**

Parents were asked to respond to the survey based on the interaction they had with their school district in the 2006-2007 school year. Of the total of 14,163 surveys sent out, 1,284 were returned, of those, “1,270 were returned with measurable data on the survey’s Partnership Efforts Scale, needed for reporting SPP/APR indicator 8. The effective response rate was then about 9.0%. With 1,270 responses overall, individual survey items overall agreement percentages are then associated with about a 2.3% margin of error, at a 95% confidence level (assuming a 75% agree response rate; this is usually exceeded, meaning that this margin of error is conservative).”

“The measures on each of the scales meet or exceed the NCSEAM 2005 National Item Validation Study’s standards for the internal consistency, completeness, and overall quality expected from this survey. Alaska’s response rate of 9.0% might be assumed by some to imply that the data cannot be meaningfully representative of the population. But response rates of under 25% are neither unusual nor inherently meaningless or meaningful. Response rates do not in themselves determine the validity or invalidity of survey data.”

“There is always a certain amount of error in estimating a value for the entire population of any cross section of persons living in a state, based on data from a sample of families. Given the size of the population of families receiving special education services, and the number of families from whom completed surveys were received, there is a 95% likelihood that the true value of these percentages is as much as 3.9% less or more than the values given, depending on the standard error of the mean for each indicator (reported in the Statistical Summary).”

The tables below describe how these results were assessed with respect to the cross-section of relevant demographic variables of gender, race-ethnicity and type of disability. Please note that 14 respondents were not considered to have provided measurable data.

Representativeness of the Respondents

The tables below describe how the respondents compare, with respect to the cross-section of relevant demographic variables, in this case, race-ethnicity and type of disability, to the target population. Please note that 14 of the 1,284 respondents were not considered to have provided measurable data. Despite all efforts to reach 100% of the target population, the survey was sent to 14,163 families and not the 15,773 families that constitute the target population. The difference, in this case, in the total number of State Special Education Population numbers and the total number of surveys sent out is due to districts not being able to release parent addresses. Therefore, there are slight variations on actual target

population and actual respondents. Therefore, the tables below are used only to provide a general idea of how representative to the target population the respondents are.

Table 1 – Distribution of Respondents and Target Population, by Disability

	Respondents	Target Population	Respondents	Target Population
Mental Retardation	38	705	2.96%	4.47%
Speech or Language Impairments	200	2,938	15.58%	18.63%
Emotional Disturbance	38	726	2.96%	4.60%
Other Health Impairments	152	1,652	11.84%	10.47%
Specific Learning Disabilities	343	7,545	26.71%	47.83%
Autism	151	454	11.76%	2.88%
Other Disabilities Combined	362	1,753	28.19%	11.11%
Total	1,284	15,773	100.00%	100.00%

Table 2 – Distribution of Respondents and Target Population, by Race/Ethnicity

	Respondents	Target Population	Respondents	Target Population
White	812	8,095	63.24%	51.32%
African American	30	913	2.34%	5.79%
Hispanic	26	662	2.02%	4.20%
Asian	39	680	3.04%	4.31%
Native American	377	5,423	29.36%	34.38%
Total	1,284	15,773	100.00%	100.00%

Table 3 - Distribution of Respondents and State Special Education Population by Gender

	Respondents	State Special Education Population	Respondents	State Special Education Population
Male	837	10,560	65%	67%
Female	391	5,213	31%	33%
Not Reported	56	n/a	4%	n/a
Total	1284	15,773	100%	100%

Table 4 – Survey Return Rates by School District

District #	# Sent	# Received	% Returned
02	41	11	26.8%
03	66	9	13.6%
04	6	0	0.0%
05	3272	287	8.8%
06	62	2	3.2%
07	249	32	12.9%
08	23	6	26.1%
09	27	4	14.8%
10	14	1	7.1%
11	97	9	9.3%
12	48	11	22.9%
13	59	0	0.0%
14	115	17	14.8%
15	88	13	14.8%
16	1988	154	7.7%
17	150	21	14.0%
18	50	11	22.0%
19	26	1	3.8%
20	16	0	0.0%
21	55	4	7.3%
22	784	68	8.7%
23	10	2	20.0%
24	1348	111	8.2%
25	290	29	10.0%
27	22	2	9.1%
28	447	47	10.5%
29	70	7	10.0%

District #	# Sent	# Received	% Returned
30	49	5	10.2%
31	577	35	6.1%
32	246	11	4.5%
33	2045	179	8.8%
34	52	5	9.6%
35	100	13	13.0%
36	231	19	8.2%
37	30	22	73.3%
38	2	0	0.0%
39	100	12	12.0%
40	12	1	8.3%
42	218	30	13.8%
43	18	5	27.8%
44	59	7	11.9%
45	111	10	9.0%
46	15	1	6.7%
47	53	3	5.7%
48	120	17	14.2%
49	53	8	15.1%
50	13	1	7.7%
51	63	3	4.8%
52	143	10	7.0%
53	10	1	10.0%
54	57	5	8.8%
55	30	0	0.0%
56	47	4	8.5%
98	12	4	33.3%

Table 4 represents the number of surveys sent to each district and the number of surveys received back from each district. In 2006-2007, there were 54 school districts in Alaska, and all of these districts reported IDEA eligible children. Alaska's nine largest districts were required to send EED a data file that contained addresses for all parents of special education students. The remaining districts were sent a box of surveys; they were instructed to mail surveys to parents of students receiving special education services. However, for some unknown reasons, some districts had a 0% response rate for the surveys. For the remainder of the SPP, EED will collect addresses from all of the districts and have the surveys sent out by the contractor, instead of relying on school districts to do it. Five districts did not have any surveys returned. During Alaska's monitoring process, EED required monitored districts to send out another survey, which is different from the aforementioned survey. In addition, districts are required to hold a parent meeting for parents to voice their concerns. For each of the monitored districts, a survey was returned and parents attended the parent meeting. In the future, we will send a second survey to parents who did not respond to the first survey.

The State of Alaska used the NCSEAM Improvement calculator to set measurable and rigorous targets. The amount of change calculated for Alaska was based on achieving a meaningful improvement on how parents perceive schools involve them in the education of their children for the duration of the SPP.

Updated Trend Data for FFYs 2006 – 2009:

FFY	Baseline	Target	Actual
2006 (06-07)	29.3%		
2007 (07-08)		30%	44.2%
2008 (08-09)		30.8%	48.9%
2009 (09-10)		49.0%	49.0%

FFY	Measurable and Rigorous Target
2006 (2006-2007)	Baseline 29.3%
2007 (2007-2008)	30.0%
2008 (2008-2009)	30.8%
2009 (2009-2010)	49.0%
2010 (2010-2011)	49.5%
2011 (2011-2012)	50.0%
2012 (2012-2013)	50.5%

In January 2011, stakeholders met to extend the targets for this indicator for two additional years. Upon reviewing the data reported in the FFY 2006 to FFY 2009 APRs, stakeholders determined that the targets set were not rigorous enough. Alaska's stakeholders revised the targets for FFYs 2009 and 2010 and added targets for FFYs 2011 and 2012.

Improvement Activities /Timelines/Resources for Indicator 8 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- As a regular monitoring activity the monitoring team looks at student monitoring standards to foster parent involvement.
- The SEA continues to collect data and report it to various stakeholder groups in order to promote improved results. Parents are involved in all stakeholder meetings regarding APR indicator and all other meetings.
- During each district monitoring EED invites all Special Education Parents to a Parent meeting.
- To increase awareness and improve response rates, each Alaskan parent of a special needs student is sent a tri-fold flyer announcing the parent survey to follow.

New and Revised Improvement Activities for FFYs 2011 - 2012:

Improvement Activities	Timelines	Resources	Status
<p>EED will review and revise its onsite data collection protocol for looking at parent involvement.</p> <ul style="list-style-type: none"> EED will explore the possibility of collecting data from teachers on parent involvement. EED will, as possible, triangulate data gathered from teachers with district or school-level survey results and information gathered from the child's file, including who attended the IEP meetings. 	FFY 2011	EED staff and stakeholders	New
<p>EED will facilitate an annual review of the survey results and questions with its contractor and the Alaska Parent Centers. Input will be solicited from parent representatives on potential revisions to the survey and other uses of survey results beyond APR reporting.</p>	Annually through FFY 2012	EED staff Survey Contractor Parent Groups	New
<p>Identify and distribute best practices across district and schools.</p> <ul style="list-style-type: none"> Conduct interviews and analyses to determine what is working in districts/schools with high survey results. Develop professional development for other districts based on the best practices identified. Use successful districts/schools to mentor and train others. 	<p>Identify successful districts in FFYs 2011 and 2012</p> <p>Collect and distribute best practices in FFY 2012 and ongoing</p>	EED staff and stakeholders District staff Longitudinal data reports	New

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by # of districts in the State times 100.

Using Child Count data, the Alaska Department of Education & Early Development will utilize Relative Risk Ratios as recommended by Westat. This risk ratio utilizes a Risk Index which is equal to the rate at which a condition occurs in a population and is expressed as a percent. By comparing these Risk Indices, a ratio with a value from 0 to +1 results which indicate the degree of representativeness; i.e., 0 – 1 = under-representation, 1.0 = equal representation, and >1 = over-representation.

Applied: $1/54 \times 100 = 1.9\%$

Overview of Issue/Description of System or Process:

State's Calculation of Disproportionate Representation

The State of Alaska utilized the risk ratio method as presented by WESTAT to calculate the proportionality of representation of racial and ethnic groups in special education and related services in Alaska.

State's definition of Disproportionate Representation

EED invited a stakeholder group including educators, parents, and other representatives to help define disproportionate representation of racial and ethnic groups in special education and related services. The stakeholders reviewed statewide and district by district risk ratio data. The stakeholders decided a risk ratio of 3 or above would constitute disproportionate representation in Alaska. Justifying this determination, the stakeholders argued that Alaska faces special circumstances that contribute to certain populations to appear to be over-identified as students with disabilities, and generated a document explaining these circumstances. The main contributing factor to such high representations, specifically with respect to the Native American populations, is the high prevalence of Fetal Alcohol Syndrome in Alaska. Below are some excerpts of the document prepared by the stakeholders:

- **Alaska has one of the highest per capita** alcohol consumption levels in the nation-30% higher than the national average (U.S. DHHS, 1991)
- **Alaska has the highest rate of** alcohol-related hospitalizations in the country (Adams and Yuan, et.al., 1993)
- **Alaska is among the top five states** in the country for the highest prevalence of binge drinking or drinking of more than 30 drinks per month among women of reproductive age (Centers for Disease Control and Prevention, 1994).
- **The impact of prenatal exposure to alcohol** affects a wide range of social, educational and health services across our state. The greatest impacts are within our health care systems, educational systems, mental health and developmental disabilities services, child protective services, job training, employment, public safety, and our correctional systems.
- **The problem of FAS/FASD is of such enormity** that in October 2000, with the help of Senator Ted Stevens, the state entered into a 5-year, \$29 million cooperative agreement with U.S. DHHS

Substance Abuse and Mental Health Services Administration (\$5.8 million per year) to initiate a statewide comprehensive, integrated approach to FAS prevention and systems improvement.

State's Determination of whether the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification or not

The state utilized the results of the monitoring activity to address the appropriateness of identification. As a regular monitoring activity the monitoring team looks at 10 student file monitoring standards that address the eligibility process. Standard 3.04, documents that the student meets each requirement for eligibility under the selected certification category. Therefore, the state researched the monitoring results of the districts that had a risk ratio of 3 or more (See Table 2). If the monitoring results of Standard 3.04 on these districts were below the state average compliance for that standard, then the district would be considered to have a disproportionate representation that would be the result of inappropriate identification.

Baseline Data for FFY 2005 (2005-2006):

Overall, Native American students are 1.48 times more likely to be identified as students with disabilities than all other race and ethnic groups in Alaska (Table 1). Out of the 54 school districts in Alaska, 1 had a risk ratio of 3 or more for one or more racial and ethnic groups, considering a cell size of 10 or more students (table 2).

Table 1 – Statewide Risk Ratio

Native American	Asian	African American	Hispanic	White
1.48	0.60	1.21	0.94	0.78

Table 2 - Districts With Disproportionate Representation (Risk Ratio of 3 or above) of Race and Ethnic Groups, School Year 2005-06

District ID	Race/Ethnicity, # of students, risk ratio	Year Monitored	State Average for Eligibility Process on Respective FY	District's Compliance Level for Eligibility Process	Number of Files Reviewed	# of ESER's Reconvened
8	NA, 18, 9.42	FY05	73.3%	59.0%	15	5

Of the 7 districts with risk ratio of 3 or above, with 10 or more students in the cell in question, only one fell below the state's average compliance for Standard 3.04 (eligibility process) for the year they were monitored.

Therefore, the results indicate that, in Alaska, there are 1.9% (1 out of 54) of districts with disproportionate representation of students with disabilities that are the result of inappropriate identification for School Year 2005/06.

Discussion of Baseline Data:

Applying the Indicator 9 criteria, EED found one district considered to have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

For subsequent years, the stakeholders who helped the state define what is a disproportionate representation of racial and ethnic groups in special education and related services in Alaska have agreed to reconvene in 2007 to review new data and review or revise this definition if necessary.

Also, in FY 2007 the state will review the monitoring of Standard 3.04 to conduct a more targeted review of files and documents in school districts that present disproportionate representation of racial and ethnic groups in special education and related services. During the next monitoring cycle, EED will also be reviewing the district's policies and procedures regarding special education identification.

Updated Trend Data for FFYs 2005 – 2009:

FFY	Baseline	Target	Actual
2004 (04-05)	1.9%		
2005 (05-06)		0%	1.9 %
2006 (06-07)		0%	0 %
2007 (07-08)		0%	0 %
2008 (08-09)		0%	0%
2009 (09-10)		0%	0%

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0%
2006 (2006-2007)	0%
2007 (2007-2008)	0%
2008 (2008-2009)	0%
2009 (2009-2010)	0%
2010 (2010-2011)	0%
2011 (2011-2012)	0%
2012 (2012-2013)	0%

Improvement Activities /Timelines/Resources for Indicator 9 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- EED contacted districts found to have disproportionate representation of racial and ethnic groups in special education and related services, which appeared to be the result of inappropriate identification. EED verified these districts' policies and procedures regarding special education identification and the related files for the students in question.
- EED continued efforts to increase school district awareness of contributing factors for the disproportionate representation of Native American students and other race/ethnicities, for students with disabilities in Alaska's schools.
- EED convened a stakeholder group, which included school districts at higher risk for disproportionate representation. The group reviewed data on disproportionality and designed strategies for improvement.
- EED developed a Determining Disproportionality in Alaska Rubric that defines the different risk ratio levels and actions that will be in effect for each level.

New and Revised Improvement Activities for FFYs 2011 - 2012:

(The improvement strategies for Indicator 9 are coordinated with those for Indicator 10.)

Improvement Activities	Timelines	Resources	Status
<p>EED will increase district and school awareness of disproportionality in special education and specific disability categories by race and ethnicity.</p> <ul style="list-style-type: none"> • Provide annual data reports to district superintendents and special education directors, to be shared with principals and other school staff. • Assist district staff to read and discuss reports with general education and community partners through webinars and audio conferences. 	<p>Initial reports and technical assistance in FFY 2010</p> <p>Ongoing reports and TA through FFY 2012 and beyond, modified according to feedback</p>	<p>EED staff and stakeholders</p> <p>District disproportionality reports</p>	New
<p>EED will reach out to superintendents and principals to increase their awareness of disproportionality.</p> <ul style="list-style-type: none"> • Request presentation at annual Alaska Superintendents' and Principals' meetings. • Collaborate with general education partners at EED to gain additional access to superintendents and principals. 	<p>Request presentations in FFYs 2011 and 2012</p> <p>Ongoing collaboration</p>	<p>EED special education staff and general education staff in collaboration</p>	Revised
<p>EED and its stakeholders will conduct further data examination and root cause analysis to determine reasons for disproportionality in special education and specific disability categories by race and ethnicity.</p> <ul style="list-style-type: none"> • Examine school-level data. • Engage new partners to talk about the data (general education school staff, SLPs, etc.). • Determine if any other school-level data correlate with disproportionality in order to identify schools or districts that may be at risk. 	<p>Begin examination in FFYs 2010 and 2011</p> <p>Continue data examination and risk evaluation in FFY 2012</p>	<p>EED staff and stakeholders</p>	New
<p>EED and its stakeholders will identify and distribute best practices across district and schools including RTI.</p>	<p>Identify successful districts in FFY</p>	<p>EED staff and stakeholders</p>	Revised

Improvement Activities	Timelines	Resources	Status
<ul style="list-style-type: none"> Conduct interviews and analyses to determine what is working in districts/schools that have successfully decreased disproportionality. Develop professional development for other districts based on the best practices identified. Use successful districts/schools to mentor and train others. 	2011. Collect and distribute best practices in FFYs 2011, 2012 and ongoing.	District staff Longitudinal data reports	

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by # of districts in the State times 100.

Using Child Count data, the Alaska Department of Education & Early Development will utilize Relative Risk Ratios as recommended by Westat. This risk ratio utilizes a Risk Index which is equal to the rate at which a condition occurs in a population and is expressed as a percent. By comparing these Risk Indices, a ratio with a value from 0 to +1 results which indicate the degree of representativeness; i.e., 0 – 1 = under-representation, 1.0 = equal representation, and >1 = over-representation.

Applied: 6/54=11.1%

Overview of Issue/Description of System or Process:

State's Calculation of Disproportionate Representation

The Alaska Department of Education & Early Development utilized the risk ratio method as presented by WESTAT to calculate the proportionality of representation of racial and ethnic groups in special education and related services in Alaska.

State's definition of Disproportionate Representation

EED invited a stakeholder group including educators, parents, and other representatives to help define disproportionate representation of racial and ethnic groups in special education and related services. The stakeholders reviewed statewide and district by district risk ratio data. The stakeholders decided a risk ratio of 3 or above would constitute disproportionate representation in Alaska. Justifying this determination, the stakeholders argued that Alaska faces special circumstances which contribute to certain populations that appear to be over-identified as students with disabilities, and generated a document explaining these circumstances. The main contributing factor to such high representations, specifically with respect to the Native American populations, is the high prevalence of Fetal Alcohol Syndrome in Alaska. Below are some excerpts of the document prepared by the stakeholders:

- **Alaska has one of the highest per capita** alcohol consumption levels in the nation-30% higher than the national average (U.S. DHHS, 1991)
- **Alaska has the highest rate of** alcohol-related hospitalizations in the country (Adams and Yuan, et.al., 1993)
- **Alaska is among the top five states** in the country for the highest prevalence of binge drinking or drinking of more than 30 drinks per month among women of reproductive age (Centers for Disease Control and Prevention, 1994).
- **The impact of prenatal exposure to alcohol** affects a wide range of social, educational and health services across our state. The greatest impacts are within our health care systems, educational systems, mental health and developmental disabilities services, child protective services, job training, employment, public safety and our correctional systems.
- **The problem of FAS/FASD is of such enormity** that in October 2000, with the help of Senator Ted Stevens, the state entered into a 5-year, \$29 million cooperative agreement with U.S. DHHS

Substance Abuse and Mental Health Services Administration (\$5.8 million per year) to initiate a statewide comprehensive, integrated approach to FAS prevention and systems improvement.

State's Determination of whether the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification or not

The state utilized the results of the monitoring activity to address the appropriateness of identification. As a regular monitoring activity the monitoring team looks at 10 student file monitoring standards that address the eligibility process. Standard 3.04, documents that the student meets each requirement for eligibility under the selected certification category. Therefore, the state researched the monitoring results of the districts that had a risk ratio of 3 or more (See Table 1). If the monitoring results of Standard 3.04 on these districts were below the state average compliance for that standard, then the district would be considered to have a disproportionate representation that would be the result of inappropriate identification.

Baseline Data for FFY 2005 (2005-2006):

Of the 54 school districts in Alaska, 13 districts had a risk ratio of 3 or more for one or more racial and ethnic groups for one or more of the six disabilities targeted for this calculation (autism, mental retardation, emotional disturbance, specific learning disability, speech impairment, and other health impairment) for cell sizes of 10 students or more. Of these 13 districts, six fell on the classification of disproportionate representation which may be the result of inappropriate identification as a result of the analysis of Standard 3.04. One of the 13 districts was monitored in fiscal year 2007, and all information is not yet available to make a full assessment regarding the appropriateness of identification. Therefore, out of 54 districts, there are 6 districts where the disproportionate representation may be the result of inappropriate identification. That is a rate of 11.1% (= 6 / 54).

Table 1 - Districts With Disproportionate Representation (Risk Ratio of 3 or above) of Race and Ethnic Groups, School Year 2005-06

District ID	Disability, Race/Ethnicity, # of Students, Risk Ratio	Year Monitored	State Average for Eligibility Process on Respective FY	District's Compliance Level for Eligibility Process	Number of Files Reviewed	# of ESER's Reconvened
8	SLD, NA, 10, 5.23	05	73.3	59.0	15	5
14	SI, W, 12, 3.92	05	73.3	50.6	20	7
22	MR, NA, 14, 3.32 SI, NA, 46, 3.09	03	79.42	72.3	69	2
37	SI, NA, 72, 4.96	03	79.42	66.7	23	2
52	SI, NA, 16, 4.02	05	73.3	61.6	18	4
56	SLD, NA, 21, 4.00	06	66.68	35.9	10	8

Discussion of Baseline Data:

Of the 54 school districts, there are 6 districts where the disproportionate representation may be the result of inappropriate identification. That is a rate of 11.1% (= 6 / 54). The stakeholders who helped

the state define what a disproportionate representation of racial and ethnic groups in special education and related services in Alaska is, have agreed to reconvene in 2007 to review new data and review or revise this definition if necessary.

Also, in FY 2007 the state will review the monitoring of Standard 3.04 to conduct a more targeted review of files and documents in school districts that present disproportionate representation of racial and ethnic groups in special education and related services. During the next monitoring cycle, EED will also be reviewing the district's policies and procedures regarding special education identification.

Updated Trend Data for FFYs 2005 – 2009:

FFY	Baseline	Target	Actual
2004 (04-05)	11.1 %		
2005 (05-06)		0%	11.1 %
2006 (06-07)		0%	0 %
2007 (07-08)		0%	0 %
2008 (08-09)		0%	0%
2009 (09-10)		0%	0%

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0%
2006 (2006-2007)	0%
2007 (2007-2008)	0%
2008 (2008-2009)	0%
2009 (2009-2010)	0%
2010 (2010-2011)	0%
2011 (2011-2012)	0%
2012 (2012-2013)	0%

Improvement Activities /Timelines/Resources for Indicator 10 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- EED contacted districts found to have disproportionate representation of racial and ethnic groups in special education and related services, which appeared to be the result of inappropriate identification. EED verified these districts' policies and procedures regarding special education identification and the related files for the students in question.

- EED continued efforts to increase school district awareness of contributing factors for the disproportionate representation of Native American students and other race/ethnicities, for students with disabilities in Alaska's schools.
- EED convened a stakeholder group, which included school districts at higher risk for disproportionate representation. The group reviewed data on disproportionality and designed strategies for improvement.
- EED developed a Determining Disproportionality in Alaska Rubric that defines the different risk ratio levels and actions that will be in effect for each level.

New and Revised Improvement Activities for FFYs 2011 - 2012:

(The improvement strategies for Indicator 10 are coordinated with those for Indicator 9.)

Improvement Activities	Timelines	Resources	Status
<p>EED will increase district and school awareness of disproportionality in special education and specific disability categories by race and ethnicity.</p> <ul style="list-style-type: none"> • Provide annual data reports to district superintendents and special education directors, to be shared with principals and other school staff. • Assist district staff to read and discuss reports with general education and community partners through webinars and audio conferences. 	<p>Initial reports and technical assistance in FFY 2010</p> <p>Ongoing reports and TA through FFY 2012 and beyond, modified according to feedback</p>	<p>EED staff and stakeholders</p> <p>District disproportionality reports</p>	New
<p>EED will reach out to superintendents and principals to increase their awareness of disproportionality.</p> <ul style="list-style-type: none"> • Request presentation at annual Alaska Superintendents' and Principals' meetings. • Collaborate with general education partners at EED to gain additional access to superintendents and principals. 	<p>Request presentations in FFYs 2011 and 2012</p> <p>Ongoing collaboration</p>	<p>EED special education staff and general education staff in collaboration</p>	Revised
<p>Conduct further data examination and root cause analysis to determine reasons for disproportionality in special education and specific disability categories by race and ethnicity.</p> <ul style="list-style-type: none"> • Examine school-level data. • Engage new partners to talk about the data (general education school staff, SLPs, etc.). • Determine if any other school-level data correlate with disproportionality in order to identify schools or districts that may be at risk. 	<p>Begin examination in FFYs 2010 and 2011</p> <p>Continue data examination and risk evaluation in FFY 2012</p>	<p>EED staff and stakeholders</p>	New
<p>Identify and distribute best practices across district and schools including RTI.</p> <ul style="list-style-type: none"> • Conduct interviews and analyses to determine what is working in districts/schools that have successfully decreased disproportionality. • Develop professional development for other districts based on the best practices identified. • Use successful districts/schools to mentor and train others. 	<p>Identify successful districts in FFY 2011.</p> <p>Collect and distribute best practices in FFYs 2011, 2012 and ongoing.</p>	<p>EED staff and stakeholders</p> <p>District staff</p> <p>Longitudinal data reports</p>	Revised

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children who were evaluated within 45 school days (**State-established timeline**) of receiving parental consent for initial evaluation.

(20 U.S.C. 1416(a)(3)(B))

Data Source:

Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State's timeline for initial evaluations.

Measurement:

of children for whom parental consent to evaluate was received.

of children whose evaluations were completed within 45 school days (State-established timeline).

Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

(Revised FFY 2008)

Alaska collects the data for this indicator through an annual data collection from each school district. Data are collected once each year for the full reporting period.

Timeline:

Alaska has established a timeline for completing initial evaluations of 45 school days from parental consent for evaluation.

Overview of Issue/Description of System or Process:

The Alaska Department of Education & Early Development has a state established timeline of 45 school days. The data necessary to address this indicator is being collected as part of a supplemental workbook that will be submitted to the department on an annual basis. With this workbook the state is able to gather the data required to report on indicator's 7, 11, 12, & 13 of the SPP/APR. Each indicator has one page of instructions followed by a page for the data to be submitted. For each indicator the district was asked to provide a list of all children for whom initial consent to evaluate was received in the reporting year. For each child, districts reported the following data:

Eligibility Status

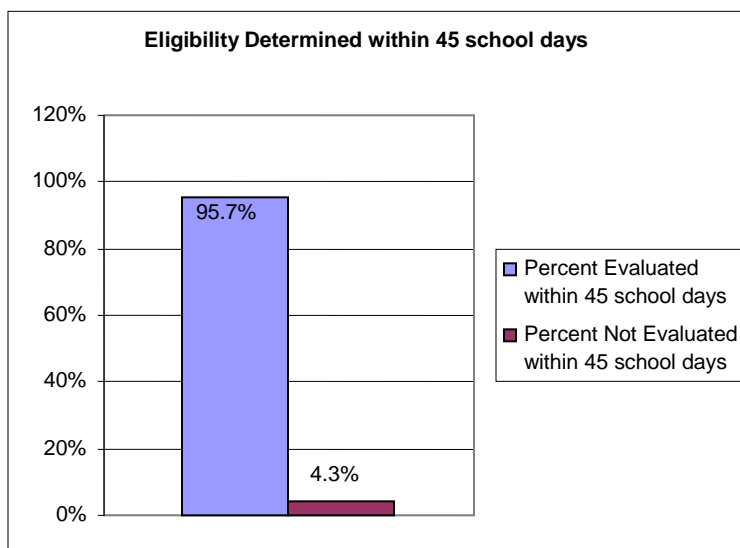
Code	Eligibility Status
0	Determined <u>not</u> eligible
1	Determined eligible

Count of days required to determine eligibility

Code	Range of Days
0	Eligibility determination was completed within 45 school days
1	Eligibility determination was completed within 46-50 school days
2	Eligibility determination was completed within 51-60 school days
3	Eligibility determination was completed within 61-70 school days
4	Eligibility determination took longer than 70 school days

Reason why eligibility determination was not completed within 45 school days

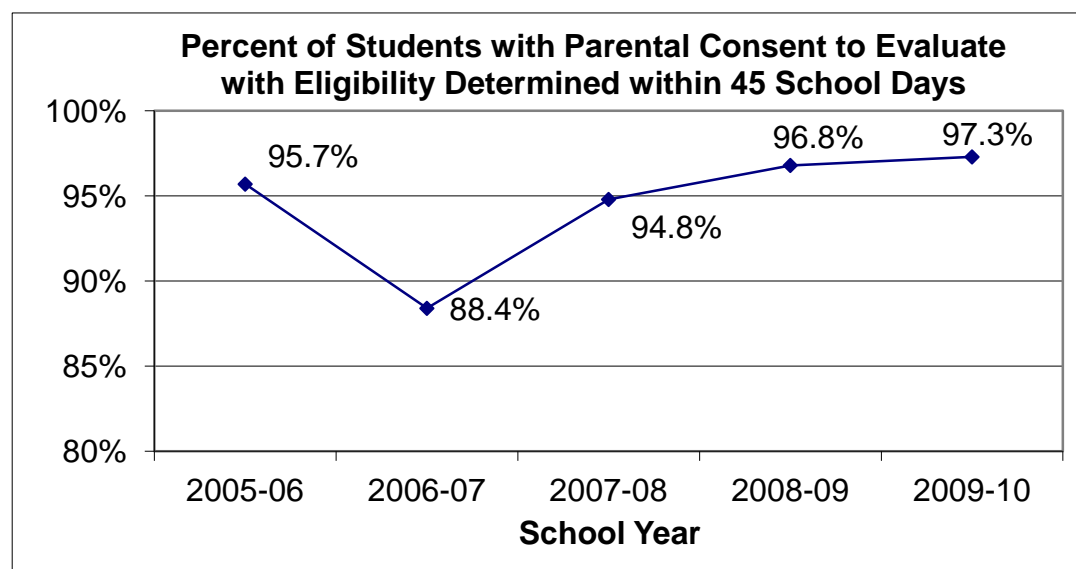
Code	Reason for Delay
0	Determination was completed within 45 school days
1	Extended illness for child
2	Student moved or withdrawn after referral, but before eligibility determination
3	Evaluator unable to test due to weather
4	Consent withdrawn by parent
5	Other

Baseline Data for FFY 2005 (2005-2006):

Discussion of Baseline Data:

Due to the timelines for the submission of this data our entry level data was established by collecting data as a pilot from the 13 school districts being monitored during the 2005-2006 school year. All districts submitted timely data. The Alaska Department of Education & Early Development conducts annual on-site monitoring of school districts on a rotational basis of 12-15 school districts per year. The monitoring schedule is representative of the state and based on school district enrollment and location. Two school districts receive annual monitoring (Anchorage, Matanuska Susitna) and one other receives semiannual monitoring (Fairbanks). This schedule ensures that all school districts in the state receive intensive on-site monitoring at least one time every five years. For the next submission the department will be collecting census data from all districts.

Our baseline has been set at 95.7%. It is the goal of EED to reach the mandated target of 100%. Of the 13 districts monitored, 5 of them did not have 100 % on this indicator. There were 2,811 initial consents reported. Eighteen students were determined not eligible in 45 days and 3 students were determined not eligible in more than 45 days. There were 2,671 students determined eligible within 45 school days and 119 students determined eligible in more than 45 school days. Our third largest district, which has 11 % of the total state Special Education population, had 92 of the 119 students. This district is being monitored just before submission of this SPP. The department will be doing an on-site review checking all files reviewed to see if eligibility is being determined within 45 school days.

Updated Trend Data for FFYs 2005 – 2009:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%

2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Improvement Activities /Timelines/Resources for Indicator 11 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- EED developed an online E-Learning module on how to write an Eligibility Summary and Evaluation Report (ESER) and developed sample videos on holding an ESER meeting.
- Alaska provided guidance through its special education handbook on the requirements related to timely initial evaluations.

New and Revised Improvement Activities for FFYs 2011 - 2012:

Improvement Activities	Timelines	Resources	Status
<p>EED will ensure that training and technical assistance are provided to districts, as needed based on the results of its general supervision activities.</p> <ul style="list-style-type: none"> • EED will require districts who do not show compliance with this indicator to take corrective actions via the annual district determinations. • During onsite monitoring, when EED identifies initial evaluation issues, it will provide targeted technical assistance and assist the district to determine the root cause of the issue or noncompliance. 	Ongoing through FFY 2012	EED staff District Staff	New

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

Data Source:

Data to be taken from State monitoring or State data system.

Measurement:

- a. # of children who have been served in Part C and referred to Part B (LEA notified pursuant to 637(a) (9)(A)) for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

Account for children included in a but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

(Revised FFY 2008)

Alaska collects the data for this indicator through an annual data collection from each school district. Data are collected once each year for the full reporting period.

Overview of Issue/Description of System or Process:

The Alaska Department of Health & Social Services (DHSS) is the agency responsible for ensuring early intervention services for infants and toddlers who experience, or are at risk for, developmental delays or disabilities and their families under Part C of IDEA 2004. The Early Intervention/Infant Learning Program (EI/ILP) is coordinated by a multi-agency team consisting of the Part C Coordinator, three Program Specialists, one Data Analyst/Programmer, and support staff. This team provides overall direction, technical assistance, and administrative support for the state and federally funded EI/ILP system. DHSS is responsible for monitoring the EI/ILP provider agencies for compliance with state and federal laws and regulations, and providing data for Indicator 12 to EED.

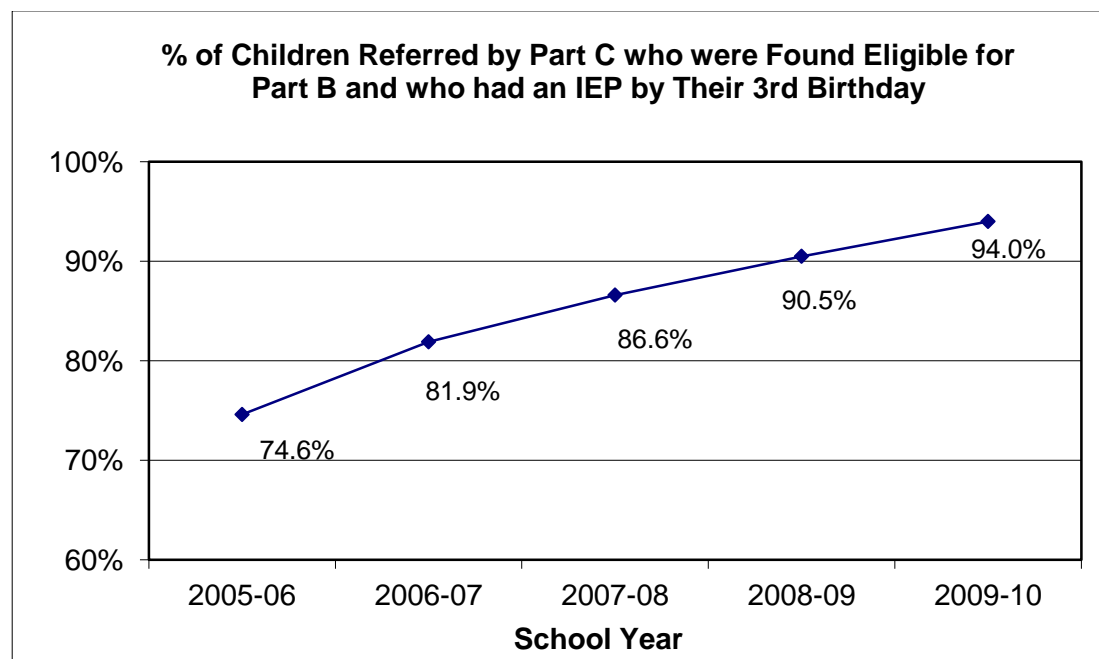
Baseline Data for FFY 2004 (2004-2005):

Measurement: f. # of children who have been served in Part C and referred to Part B for eligibility determination. g. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays. h. # of those found eligible who have an IEP developed and implemented by their third birthdays. Account for children included in a but not included in b or c. Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays. Percent = c divided by a – b times 100.	Applied: a. 529 b. 32 c. 412 Percent = $412 / (529 - 32) =$ $412 / 497 =$ $0.829 * 100 =$ 82.9%
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As noted, 83% of the 529 children who were served in Part C had been referred to Part B. Of the 412 children who had an IEP developed by their third birthday, 231 had been referred to the school district by the Part C service provider. The remaining children had been referred by their parents, relatives, or other service providers.

Discussion of Baseline Data:

The IEP process for children who are determined to be Part B eligible can appear, especially from the outside, to be fairly complicated and time consuming. Even with highly prescriptive timelines parents and guardians who aren't familiar with the highly regulated and psychometric procedures necessary to design an optimal educational experience, while simultaneously protecting the child's and parents rights, often become frustrated and may be tempted to withdraw the child from the process. This being the case, a 100% target, although desired and actively pursued, is not always in the control of EED.

Updated Trend Data for FFYs 2005 – 2009:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Improvement Activities /Timelines/Resources for Indicator 12 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- EED in collaboration with Part C developed a data sharing database for child find activities.
- The Alaska Transition Training Initiative (ATTI) provided training and technical assistance to community teams including parents, ILP providers, school districts and Head Start agencies.

New and Revised Improvement Activities for FFYs 2011 - 2012:

Improvement Activities	Timelines	Resources	Status
<p>EED will continue to work closely with the Department of Health and Social Services (DHSS, Part C) to ensure smooth transitions and IEPs by age 3.</p> <ul style="list-style-type: none"> • EED will review and revise, as needed, its memorandum of agreement (MOA) with DHSS. 	Ongoing Review MOA in FFY 2011	EED staff DHHS staff	Revised
<p>EED will ensure that training and technical assistance are provided to districts, as needed based on the results of its general supervision activities.</p> <ul style="list-style-type: none"> • EED will require districts who do not show compliance with this indicator to take corrective actions via the annual district determinations. • During onsite monitoring, when EED identifies early childhood transition issues, it will provide targeted technical assistance and assist the 	Ongoing through FFY 2012	EED staff District Staff	New

Improvement Activities	Timelines	Resources	Status
district to determine the root cause of the issue or noncompliance.			

Part B State Performance Plan (SPP) for 2009-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Data Source: Data to be taken from State monitoring or State data system.

Measurement: Percent = $\left[\frac{\text{(\# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority)}}{\text{(\# of youth with an IEP age 16 and above)}} \right] \times 100$.

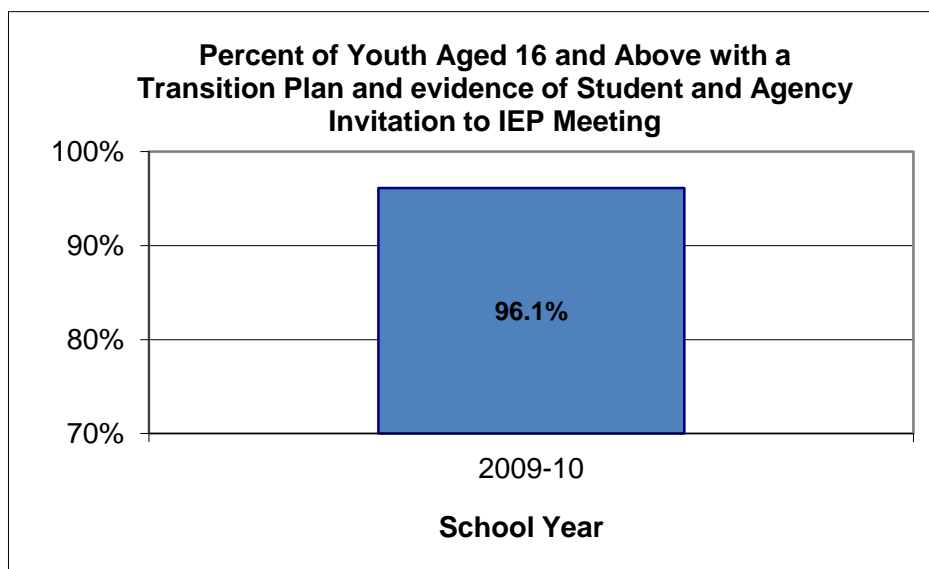
Alaska collects the data for this indicator through an annual data collection from each school district. Data are collected once each year for the full reporting period.

Applied:

$(3409/3548) * 100 = 96.1\%$

Overview of Issue/Description of System or Process:

The data necessary to address this indicator is currently collected as part of a Supplemental Workbook that will be submitted to the department on an annual basis. With this workbook, the state will collect the data required for indicator's 7, 11, 12, & 13 of the SPP/APR. Each indicator will have one page of instructions followed by a page for the data to be submitted. For this indicator each district provided a list of all youth aged 16 and above and indicated whether or not this indicator was met for each student. The department has recommended that districts use the National Secondary Transition Technical Assistance Center Checklist to help determine whether or not students have transition plans that are coordinated with measurable goals, and will enable them to meet post-secondary goals.

Baseline Data for FFY 2009 (2009-2010):**Discussion of Baseline Data:**

Alaska collected baseline data for this indicator from 52 of its 54 school districts. Two districts did not have any students ages 16 or older. Baseline has been set at 96.1%. It is the goal of EED to reach the mandated target of 100%. 35 districts submitted data demonstrating 100% compliance with this indicator and 17 districts received findings of noncompliance related to this indicator. Correction of those findings will be reported in the FFY 2010 APR, due February 1, 2012.

FFY	Measurable and Rigorous Target
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Improvement Activities /Timelines/Resources for Indicator 13 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- Alaska Transitions Outcome Project (ATOP) was a three-stage project that trained faculty, students with disabilities, and students without disabilities the skills needed for adult life (or in the case of faculty, how to teach these skills).
- The Department of Education & Early Development in cooperation with the Department of Labor, Division of Vocational Rehabilitation provided a vocational teacher internship program.
- Alaska Staff Development Network offered a web-based course called "Helping Students Graduate: A Strategic Approach for Dropout Prevention K-12."
- The Alaska Legislature approved a proposal that allows all Alaska high school students to earn tuition scholarships for use after high school at qualifying Alaska schools. The Governor's Performance Scholarship, or GPS, is a merit-based scholarship.

New and Revised Improvement Activities for FFYs 2011 - 2012:

(The improvement strategies for Indicator 13 are coordinated with those for Indicators 1, 2, and 14.)

Improvement Activities	Timelines	Resources	Status
<p>EED and its stakeholders will increase district and school awareness of graduation and dropout rates, secondary transition, and post-secondary outcomes for students with disabilities.</p> <ul style="list-style-type: none"> • Provide annual data reports to district superintendents and special education directors, to be shared with principals and other school staff. • Assist district staff to read and discuss reports with general education and community partners. 	<p>Initial reports and technical assistance in FFY 2011</p> <p>Ongoing reports through FFY 2012 and beyond, modified according to feedback</p>	<p>EED staff and stakeholders</p> <p>Existing data reports including district data profiles</p> <p>National Center on Dropout Prevention</p> <p>Community partners</p>	New
<p>EED will review the secondary transition planning section of the IEP and revise as necessary.</p> <ul style="list-style-type: none"> • EED will review to determine whether it accurately reflects the state employability standards. 	FFY 2011	<p>EED staff and stakeholders</p> <p>IEP forms</p>	New
<p>EED will continue to support the Southeast Regional Resource Center (SERRC) to provide transition camp in districts. Transition Camp is a week-long academic learning experience for students, educators and community agencies which is focused on skills and techniques that assist students to transition from school to adulthood. http://www.serrc.org/all-alaska-academy/transition-camp</p> <ul style="list-style-type: none"> • Examine data to determine how transition camp has affected post-school outcomes in districts where it has been conducted. • Encourage districts where secondary transition has been identified as an area of need to participate in transition camp. 	<p>Ongoing support</p> <p>Examine data in FFYs 2011 and 2012</p>	<p>EED staff and stakeholders</p> <p>SERRC</p> <p>Community partners</p>	New
EED will identify and distribute best practices across district and schools for improving completion of	Identify successful	EED staff and stakeholders	New

Improvement Activities	Timelines	Resources	Status
<p>effective secondary transition plans and improved post school outcomes.</p> <ul style="list-style-type: none"> • Conduct interviews and analyses to determine what is working in districts/schools that have high rates of positive post-school outcomes. • Develop professional development for other districts based on the best practices identified. • Use successful districts/schools to mentor and train others. • Encourage use of the statewide transition website. 	<p>districts in FFY 2011</p> <p>Collect and distribute best practices in FFYs 2011, 2012 and ongoing</p>	<p>District staff</p> <p>Longitudinal data reports</p>	

Part B State Performance Plan (SPP) for 2009-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Data Source:

State selected data source.

Measurement:

- A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Alaska contracts with the Special Education Service Agency (SESA) to conduct a survey of all students within one year of leaving high school. A census survey is conducted each year.

Applied:

- A. 76 enrolled in higher education / 468 respondents * 100 = 16.2%
- B. 277 enrolled in higher education or competitively employed / 468 respondents * 100 = 59.2%
- C. **330** enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment / 468 respondents = **70.5%**

Overview of Issue/Description of System or Process:

The Alaska Department of Education and Early Development's Office of Special Education contracted with the Special Education Service Agency (SESA) in Anchorage, Alaska to fulfill the requirements for Indicator 14 (Post-School Outcomes) of the State Performance Plan and Annual Performance Report. SESA hired Dr. David Tarcy of Alaska Research and Evaluation Services to conduct data collection, analysis, and reporting activities for this indicator.

The State Office of Special Education made the determination to collect post-school outcome data for 2008-2009 Exiters in accordance with the revised measurement requirements. The survey developed by the Post School Outcomes Center was administered in Alaska in June through September of 2010.

METHODOLOGY**Recruitment of Participants**

A census of all former students who received special education services in their final year of school was conducted. AKEED provided a list of 2008-2009 School Exiters to SESA and ARES. ARES solicited the last known contact information for former students from individual school districts. The contact list was provided to Dittman Research, a research service in Anchorage Alaska who was subcontracted to conduct data collection using telephonic survey methods. Dittman Research printed and mailed a postcard that announced a future telephone call to conduct the survey. Dittman Research administered the survey instrument from mid-June through mid-September of 2010, using a survey script generated by Dr. Tarcy. Dittman Research provided raw survey data to Dr. Tarcy at the end of the data collection period for analyses and reporting.

Data Collection

Indicator 14 data was collected through a telephone survey census of 964 former students who had IEPs and left public school during the 2008-2009 school year. Former students include graduates, age-outs, and drop-outs. Federal requirements indicated that data collection occur one year after the Target Population cohort left school. Dittman Research, a subcontractor, collected survey data using telephonic survey methods. 468 students completed the telephone survey.

Baseline Data from FFY 2009:

Required reporting results from the 2010 administration of the revised Post-School Outcomes Survey appears below in Table 1. Table 1 displays a hierarchical progression of results.

Table 1: Baseline Data for Indicator 14

Measure	Definition	Result
(A) Percent enrolled in higher education .	(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school) times 100.	76/468 = 16.2%
(B) Percent enrolled in higher education or competitively employed	(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)	277/468 = 59.2%

	times 100.	
(C) Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment	(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school) times 100.	330/468 = 70.5%

Actual Numbers for Indicator 14 Categories

Engagement Category	Count
1. Enrolled in higher education within one year of leaving high school;	76
2. Competitively employed within one year of leaving high school (but not enrolled in higher education);	201
3. Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed);	28
4. In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	25

“Leavers” are counted in ONLY one of the above categories, and the categories are organized hierarchically. In order to avoid double-counting, the following steps were made.

- Fifty-eight (58) Leavers were in both the categories of Higher Education and Competitively Employed, but were removed from the count of Competitively Employed in this table to avoid double-counting.
- Forty-two (42) Leavers were in both categories of Competitively Employed and Some Other Post-Secondary Education/Training, but were removed from the count of Some Other Post-Secondary Training in order to avoid double-counting.
- Seven (7) Leavers were in both categories of Some Other Post-Secondary Education/Training and Some Other Employment, but were removed from the count of Some Other Employment to avoid double-counting.
- Zero (0) Leavers were in both categories of Some Other Post-Secondary Education/Training and Some Other Employment.

Discussion of Baseline Data:**Response Rate and Representativeness of Respondents**

Complete survey and demographic information was collected for 468 respondents from a target population of 964. This constitutes a 48.5% response rate, which is a very strong rate of return for telephonic surveys. The response rate, when coupled with select demographic analyses of respondents, provides a clearer understanding of the validity and accuracy of the survey data. Table 2, Table 3, and Table 4 below display representativeness of respondents by disability categories, select demographic categories, and ethnicity. Overall, survey data appears to be representative of the Target Population. Caucasians were over-represented by 6.4% and Alaska Natives were under-represented by 4.8% in the results. Dropouts remained underrepresented at minus 4.4%, and those of Limited English Proficiency were under-represented by 3.9%. All other subgroups were represented within +/- 3% of the Target Population.

Alaska plans to address representativeness by conducting additional follow-up telephone surveys to any underrepresented groups.

Table 2: Representativeness of Respondents by Race/Ethnicity

Race / Ethnicity	number and % of Population	number and % of Respondents	Difference in Response Rate (2010)	Difference in Response Rate (2009)	Difference in Response Rate (2008)	Difference in Response Rate (2007)
Caucasian	484 (50.2%)	265 (56.6%)	6.4%*	2.3%	6.52%*	3.33%*
African American	63 (6.5%)	26 (5.6%)	-0.9%	0.1%	0.2%	-0.37%
Hispanic	39 (4.0%)	19 (4.1%)	0.1%	0.2%	0.4%	-0.19%
Asian	24 (2.5%)	8 (1.7%)	-0.8%	0.5%	-0.7%	0.39%
Native American	12 (1.2%)	6 (1.3%)	0.1%	-0.7%	0.1%	-1.07%
Alaska Native	264 (27.4%)	106 (22.6%)	-4.8%*	-2.3%	-6.2%*	-3.27%*
Multi-Ethnic	50 (5.2%)	26 (5.6%)	0.4%	-0.3%	-0.6%	
Native Hawaiian or Pacific Islander	17 (1.8%)	6 (1.3%)	-0.5%	0.0%	0.3%	Combined 0.06%
Missing	11 (1.1%)	6 (1.3%)	0.2%			
Total	964 (100%)	468 (100%)				

* Response greater than +/- 3% indicates presence of possible response/non-response bias.

Respondents were representative of the Target Population in regard to disability category as seen in Table 3. All categories fell within a +/- 3% tolerance range.

Table 3: Representativeness of Respondents by Disability Categories

Disability Category	number and % of Population	number and % of Respondents	Difference
Learning Disabled	587 (60.9%)	286 (61.1%)	0.2%
Emotionally Disturbed	73 (7.6%)	34 (7.3%)	-0.3%
Mental Retardation	61 (6.3%)	26 (5.6%)	-0.7%
All Other Disability Categories (low incidence)	232 (24.0%)	134 (24.7%)	-0.7%
Missing	11 (1.1%)	6 (1.3%)	-0.2%
Totals	964 (100%)	468 (100%)	

Table 4 displays demographic categories of interest. Minority respondents in the 2007 and 2008 survey administrations were underrepresented by 3.33% and 6.43% respectively, but were adequately represented in the 2009 survey. Dropout respondents in the 2007, 2008 and 2009 survey administrations were underrepresented by 14.28%, 4.52%, and 8.9% respectively, and again are underrepresented by 4.4% in the current survey responses.

Table 4: Representativeness of Respondents by Select Demographic Categories

Demographic Category	number and % of Population	number and % of Respondents	2010 Difference	2009 Difference	2008 Difference	2007 Difference
Female	310 (32.2%)	157 (33.5%)	1.3%	-1.6%	0.52%	1.66%
Minority	480 (48.8%)	229 (46.0%)	-2.3%	-2.3%	-6.43%*	-3.33%*
Limited English Proficiency (LEP)	128 (13.3%)	44 (9.4%)	-3.9%*	-1.0%	-2.36%	-0.79%
Dropouts	226 (23.4%)	89 (19.0%)	-4.4%*	-8.9%*	-4.52%*	-14.28%*

* Response greater than +/- 3% indicates presence of possible response/non-response bias.

Table 5 displays the representativeness of respondents by the gender of the former student. The percentages of respondents by gender are closely aligned to percentages within the target population.

Table 5: Representativeness of Respondents by Gender

Gender	number and % of Population	number and % of Respondents	Response Rate Differential
Male	654 (67.8%)	305 (65.2%)	-2.6%
Female	310 (32.2%)	157 (33.5%)	1.3%

Missing	0 (0.0%)	6 (1.3%)	1.3%
Total	964 (100%)	468 (100%)	

FFY	Measurable and Rigorous Target 14A	Measurable and Rigorous Target 14B	Measurable and Rigorous Target 14C
2010 (2010-2011)	16.4%	59.4%	70.7%
2011 (2011-2012)	16.6%	59.6%	70.9%
2012 (2012-2013)	16.8%	59.8%	71.1%

Improvement Activities /Timelines/Resources for Indicator 14 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- Share survey results with LEAs to increase awareness of post-school outcomes and connect transition activities with successful outcomes.
- Each Alaskan exiting special needs student was sent a post card announcing the survey to follow.
- Alaska Staff Development Network offered a web-based course called "Helping Students Graduate: A Strategic Approach for Dropout Prevention K-12."
- The Alaska Legislature approved a proposal that allows all Alaska high school students to earn tuition scholarships for use after high school at qualifying Alaska schools. The Governor's Performance Scholarship, or GPS, is a merit-based scholarship.

New and Revised Improvement Activities for FFYs 2011 - 2012:

(The improvement strategies for Indicator 14 are coordinated with those for Indicators 1, 2, and 13.)

Improvement Activities	Timelines	Resources	Status
<p>EED and its stakeholders will increase district and school awareness of graduation and dropout rates, secondary transition, and post-secondary outcomes for students with disabilities.</p> <ul style="list-style-type: none"> • Provide annual data reports to district superintendents and special education directors, to be shared with principals and other school staff. • Assist district staff to read and discuss reports with general education and community partners. 	<p>Initial reports and technical assistance in FFY 2011</p> <p>Ongoing reports through FFY 2012 and beyond, modified according to feedback</p>	<p>EED staff and stakeholders</p> <p>Existing data reports including district data profiles</p> <p>National Center on Dropout Prevention</p> <p>Community partners</p>	New
EED will review the secondary transition planning section of the IEP and revise as necessary.	FFY 2011	EED staff and stakeholders	New

Improvement Activities	Timelines	Resources	Status
<ul style="list-style-type: none"> EED will review to determine whether it accurately reflects the state employability standards. 		IEP forms	
<p>EED will continue to support the Southeast Regional Resource Center (SERRC) to provide transition camps in districts. Transition Camp is a week-long academic learning experience for students, educators and community agencies which is focused on skills and techniques that assist students to transition from school to adulthood. http://www.serrc.org/all-alaska-academy/transition-camp</p> <ul style="list-style-type: none"> Examine data to determine how transition camp has affected post-school outcomes in districts where it has been conducted. Encourage districts where secondary transition has been identified as an area of need to participate in transition camp. 	<p>Ongoing support</p> <p>Examine data in FFYs 2011 and 2012</p>	<p>EED staff and stakeholders</p> <p>SERRC</p> <p>Community partners</p>	New
<p>EED will identify and distribute best practices across district and schools for improving completion of effective secondary transition plans and improved post school outcomes.</p> <ul style="list-style-type: none"> Conduct interviews and analyses to determine what is working in districts/schools that have high rates of positive post-school outcomes. Develop professional development for other districts based on the best practices identified. Use successful districts/schools to mentor and train others. Encourage use of the statewide transition website. 	<p>Identify successful districts in FFY 2011</p> <p>Collect and distribute best practices in FFYs 2011, 2012 and ongoing</p>	<p>EED staff and stakeholders</p> <p>District staff</p> <p>Longitudinal data reports</p>	New

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. (20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

Applied: a. =3,689

b. = 2,586

(2,586)/(3,689) times 100 = 70.1%

Overview of Issue/Description of System or Process:

Monitoring; Alaska monitors each school district on a five-year cycle. A database is used to record, measure, and compare data collected during monitoring activities. This database is called the “File Review Instrument.”

Alaska completes an Administrative Monitoring Review in the areas of child find, placement, interagency agreements, procedural safeguards, confidentiality, personnel, discipline policies and procedures. A total of 67 standards are reviewed based on 34 C.F.R. Part 300. If a district does not have a policy and procedure in place at time of the on-site review, the district is given a Plan of Improvement (POI) and a timeline is established for correction of the non-compliant area. This timeline shall not exceed one year.

Student Individual Education Program (IEP) files are also reviewed in the areas of confidentiality, referral/evaluation, eligibility process, IEP process, behavior, discipline, transition, and exit. A total of 96 standards are reviewed based on 34 C.F.R. Part 300. If a district does not document these areas in the IEP with a written statement, the district is given a Plan of Improvement (POI) and a timeline is established for correction of the non-compliant area. Each standard is rated as met, not met, or partially met. A percentage score is calculated in each area, then a composite score is used to compare district to district.

The district has a one-year timeline to correct all non-compliance issues. An expired IEP or over-due evaluation has a reasonable date of completion set by the lead monitor and the district director of special education. The POI must include a timeline for completion (not to exceed one-year), the person(s) responsible for completion, and evidence that will be submitted to the SEA reflecting the correction of the non-compliance. The evidence must be submitted to the SEA for approval and to document correction of non-compliance. The district is given an exception report called the “Student File Review”, where each standard that was missed in the review, along with the number of times the standard was missed, is

listed. This review is used to identify systemic areas of non-compliance. In addition to correcting any non-compliance, the district, as part of the POI, must conduct a teacher training over the standards that were missed.

Complaint Investigation. Within 60 days after an accepted complaint and completion of the investigation, a report will be issued to the complainant and the school district or agency. The investigative report will address each allegation in the complaint and will include: a Summary of the Complaint, a Summary of the Investigation, Findings of Fact, Conclusions of Law, and any Corrective Action that is required.

The state keeps a log in the complaints database of the corrective actions, and records the date as the district completes each action. A complaint may be filed by an organization or person and must be in writing. Complaints should be sent to the SEA and must include the following information:

1. Date.
2. Name of district or agency the complaint is against.
3. Name, address and telephone number of the person making the complaint.
4. Name, address and telephone number of the child or children involved.
5. An explanation of how the district or agency is alleged to have violated federal or state requirements.
6. The facts upon which the allegation or allegations are based.
7. The date of each alleged violation or, in the case of an alleged continuing violation, the date that the first violation took place and the history of the continuing violation up to the date of the complaint.

The signed written complaint is then sent to Special Education Dispute Resolution of EED.

Due Process

Any party may initiate a hearing, and the request must be filed within 1 year of when the parents or agency knew or should have known of the alleged violation.

1. With respect to any matter relating to the identification, evaluation, or educational placement of the child.
2. The provision of a free appropriate public education to such child.

The party requesting the due process hearing shall not be allowed to raise issues at the due process hearing that were not raised in the notice filed, unless the other party agrees otherwise.

The timeline described above shall not apply to a parent if the parent was prevented from requesting the hearing due to:

1. Specific misrepresentations by the local education agency (LEA) that it had resolved the problem forming the basis of the complaint; or
2. The LEA's withholding of information from the parent that was required under this part to be provided to the parent.

A due process hearing may not be provided until notice is filed that meets the following requirements:

The notice requires that either party requesting a due process hearing provide notice to the other party, as well as forwarding a copy of such notice to the SEA. The hearing request notice shall remain confidential between all parties.

The due process notice required shall be deemed to be sufficient unless the party receiving the notice notifies the hearing officer and the other party, in writing, that the receiving party believes the notice has not met the following requirements:

1. The name of the child, the address of the residence of the child, and the name of the school the child is attending;
2. In the case of a homeless child or youth (within the meaning of Section 725 (2) of the McKinney-Vento Homeless Assistance Act), the name of the child, available contact information for the child, and the name of the school the child is attending;
3. A description of the issue relating to the proposed or refused initiation or change, related to the problem; and
4. A proposed resolution of the problem to the extent known and available to the party at the time.
5. A request for a due process hearing must be signed.

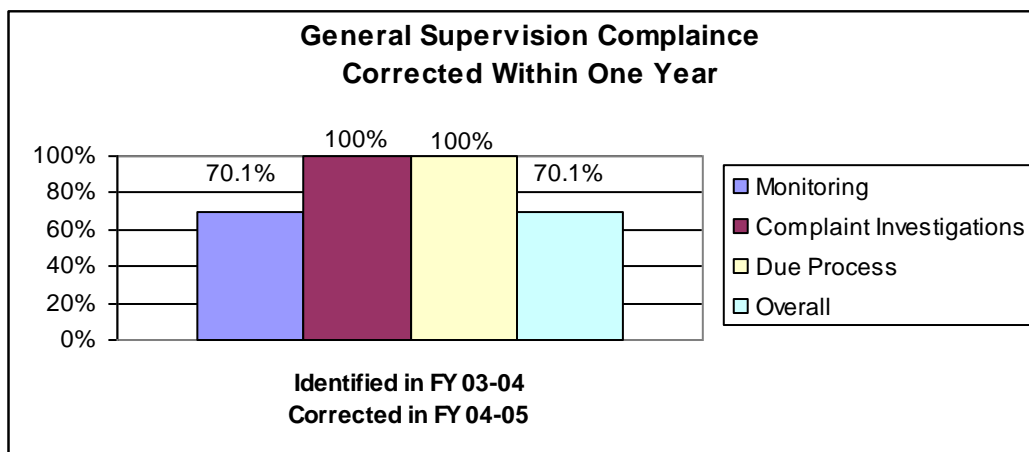
Send signed written request to: Special Education Dispute Resolution

If the due process notice is found to be insufficient by any party, the following procedures must be followed:

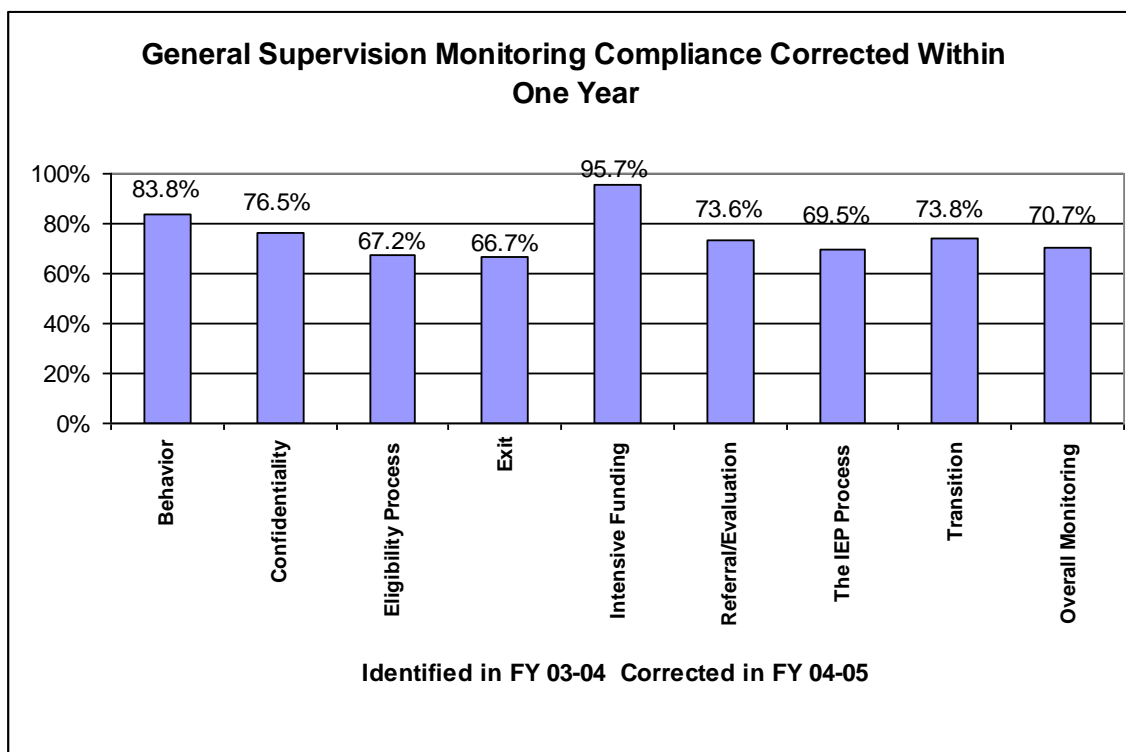
1. The receiving party should notify the hearing officer and the complainant, within 15 days of the receipt, that the notice does not meet the required content requirements.
2. The agency must provide prior written notice within 10 days if the agency has not provided prior written notice about the issues in the due process hearing notice.
3. The non-complaining party must respond within 10 days specifically addressing the issues in the due process hearing notice.
4. The hearing officer will make a determination about the sufficiency of the due process hearing notice within 5 days.
5. The due process hearing notice may be amended with the written consent of the other party or through a resolution meeting.
6. The hearing officer can grant permission to amend a due process hearing notice, but not within 5 days of the due process hearing.
7. The due process hearing timelines will recommence upon the filing of an amended notice.

The District shall provide the parent a copy of the Procedural Safeguards upon receipt of a request for due process, and inform the parent of the availability of mediation as an alternative dispute resolution mechanism. However, the offer of mediation does not negate the parent's or district's right to a due process hearing.

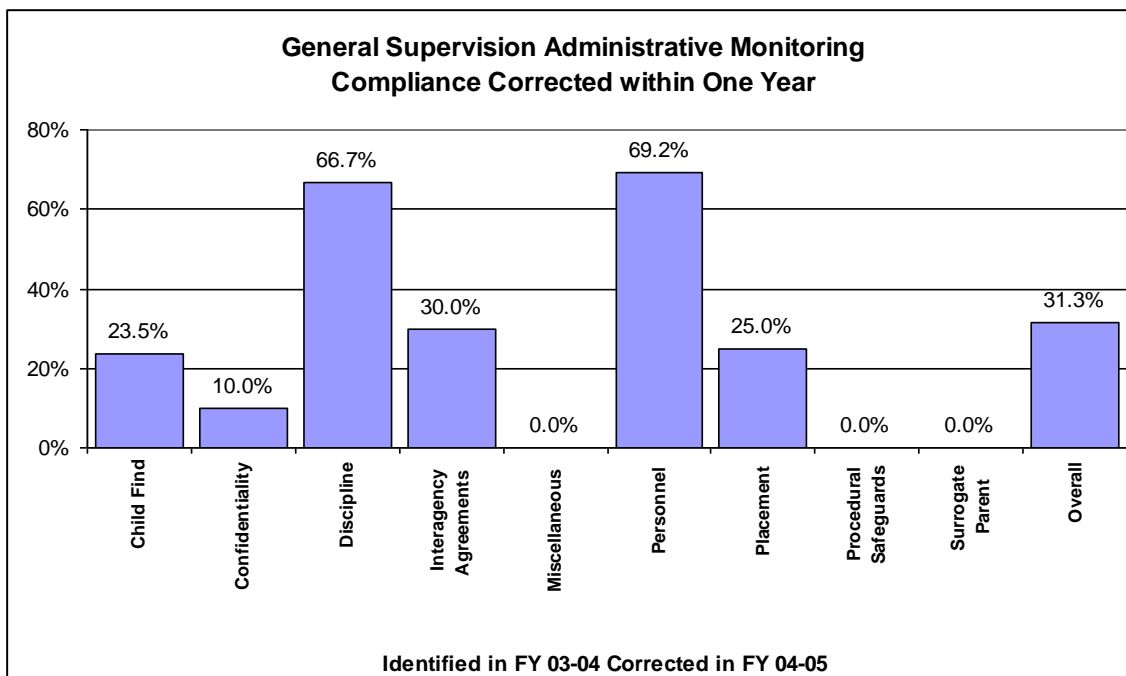
Baseline Data for FFY 2004 (2004-2005):



Student File Monitoring Compliance Categories - Baseline:



Administrative File Monitoring Compliance Categories - Baseline:



Discussion of Baseline Data:

Overall: The State of Alaska had 70.1%% of corrective actions completed within one year. There were a total of 3,689 findings, and 2,586 of those findings were completed within one year.

Monitoring: For corrective actions identified in the 2003-2004 school year, 70.1% were corrected within one year of identification during the 2004-2005 school year. During this monitoring school year, 3,678 of those findings were out of compliance, and 2,575 of those findings were corrected within one year. Three school districts did not correct their non-compliance within one year, which accounts for 1,103 of those findings.

Alaska's monitoring process breaks down the student file monitoring into 96 standards under 8 compliance categories: Behavior (17 standards), Confidentiality (3 standards), Eligibility Process (10 standards), Exit (2 standards), Intensive Funding (10 standards) (state regulation category), Referral/Evaluation (9 standards), The IEP Process (32 standards), and Transition (12 standards). The following chart will show the numbers for each category.

Compliance Category	Non Compliance Total for District A	Non Compliance Total for District B	Non Compliance Total for District C	a. # of findings of noncompliance	b. # of corrections completed as soon as possible but in no case later than one year from Identification	Percentage
Behavior	7	13	2	136	114	83.8%
Confidentiality	3	0	1	17	13	76.5%
Eligibility Process	101	84	102	874	587	67.2%
Exit	0	2	0	6	4	66.7%
Intensive Funding	0	0	3	69	66	95.7%
Referral/ Evaluation	67	37	13	443	326	73.6%
The IEP Process	195	173	214	1909	1327	69.5%
Transition	14	9	19	160	118	73.8%
Overall Totals	387	318	354	3614	2555	70.7%

Alaska's administrative file monitoring process breaks down into 65 monitoring standards under 9 compliance categories: Child Find (12 standards), Surrogate Parent (5 standards), Placement (8 standards), Miscellaneous (2 standards), Interagency Agreements (7 standards), Procedural Safeguards (9 standards), Confidentiality (10 standards), Personnel (8 standards), and Discipline (4 standards).

Administrative Monitoring Compliance Category	Non Compliance Total for District A	Non Compliance Total for District B	Non Compliance Total for District C	a. # of findings of noncompliance	b. # of corrections completed as soon as possible but in no case later than one year from Identification	Percentage
Child Find	3	6	4	17	4	23.5%
Confidentiality	0	3	6	10	1	10.0%
Discipline	0	1	0	3	2	66.7%
Interagency Agreements	1	3	3	10	3	30.0%
Miscellaneous	1	1	1	3	0	0.0%
Personnel	0	2	2	13	9	69.2%
Placement	0	3	0	4	1	25.0%
Procedural Safeguards	0	0	0	0	0	0.0%
Surrogate Parent	2	2	0	4	0	0.0%
Overall Totals	7	21	16	64	20	31.3%

In the FFY 2003 APR, the Department of Education & Early Development provided data and information demonstrating that the department identified noncompliance during the 2003-2004 school year, and ensured the correction of noncompliance within one year of identification. This constituted the 2004-2005 baseline data for the SPP. Of the 15 school districts monitored, 12 completed their corrective action within one year. Two districts completed corrective actions within 15 months. The department worked extensively with the one district (District C) by providing technical assistance through phone calls (20), emails (9), and letters to the Special Education Director and Superintendent (3) to complete their corrective actions. This district went through an administrative change in the middle of the corrective action timeframe. The new superintendent requested extra time to address each area correctly. EED also worked with the second school district (District A) to complete their corrective action. The department experienced a significant staffing change during this time and, as a result, the district was assigned a different program manager. The district superintendent was informed telephonically that failure to complete the corrective action would result in the department withholding district funds. The district then assigned a person to complete the corrective action. Consequently, the corrective action was completed in a couple of months. The last district (District B) to complete their corrective action took 17 months. The department worked very hard with this district's Special Education Director by providing many phone calls, emails, and a face to face meeting. At this time, the district experienced many internal problems with personnel. The Special Education Director was relieved of duty, and the Superintendent resigned at the end of the year. At the beginning of the next school year, the department contacted the new Special Education Director and outlined a timeframe to complete the corrective action of the monitoring. The director understood the importance of completing the corrective action in a timely manner and worked very diligently to make the corrections. All monitoring noncompliance has been corrected.

Complaints: During the 2003-2004 school year, the department had a total of 14 complaint investigations. Six of those complaints required corrective action. All corrective action completed with one year was 100%.

Due Process: During the 2003-2004 school year there were 7 requests for Due Process. Only one went to hearing and required corrective action. All corrective action completed with one year was 100%.

Updated Trend Data for FFYs 2005 – 2009:

FFY	Baseline	Target	Actual
FFY 2004 (04-05)	70.1 %		
FFY 2005 (05-06)		100 %	92.1 %
FFY 2006 (06-07)		100 %	99.7 %
FFY 2007 (07-08)		100 %	99.9 %
FFY 2008 (08-09)		100 %	100 %
FFY 2009 (09-10)		100 %	100 %

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

In January 2011, stakeholders met to extend the targets for this indicator for two additional years. Stakeholders added targets for FFYs 2011 and 2012.

Improvement Activities /Timelines/Resources for Indicator 15 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- Statewide public service announcements, such as “Raising a Graduate is Everyone’s Business”, to motivate students to graduate from high school.
- Strategies to promote inclusion and access to the general education curriculum.
- Statewide "Graduation Improvement Group" looking at graduation rates and initiatives to improve graduation rates for all students.
- Alaska Staff Development Network offered a web-based course called “Helping Students Graduate: A Strategic Approach for Dropout Prevention K-12.”

- The Alaska Legislature approved a proposal that allows all Alaska high school students to earn tuition scholarships for use after high school at qualifying Alaska schools. The Governor's Performance Scholarship, or GPS, is a merit-based scholarship.

New and Revised Improvement Activities for FFYs 2011 - 2012:

Improvement Activities	Timelines	Resources	Status
<p>Alaska will explore options for streamlining its general supervision system and adding a focused monitoring component to its current system.</p> <ul style="list-style-type: none"> • Alaska will solicit information from OSEP-funded centers including the DAC, other states and special education professionals on options for streamlining its system. • Alaska will assess its current system to determine strengths and weaknesses. • Alaska will develop a plan for implementation of any new activities including training for all staff and evaluation of implementation. 	<p>Solicit information in FFY 2011</p> <p>Self assessment in FFY 2011 and ongoing</p> <p>Develop plan in FFY 2012 and ongoing</p>	<p>EED staff and stakeholders</p> <p>Data Accountability Center</p> <p>Other State Special Education Directors</p>	New
<p>EED will continue to prepare for development of a statewide database to collect real-time data on and analyses of compliance and results from its districts.</p> <ul style="list-style-type: none"> • EED will meet with other states and agencies (including AK HHS) to review databases and learn from other states and agencies. • EED will develop protocol for its needs in a statewide database. • Alaska will develop a plan for implementation of any new activities including training for all staff and evaluation of implementation. • EED will contract for development of a database. 	<p>Meet with other agencies in FFY 2011</p> <p>Develop protocol and plan in FFYs 2011, 2012 and ongoing</p> <p>Potentially contract for development in FFY 2012 or 2013</p>	<p>EED staff and stakeholders</p> <p>Other agencies and states</p> <p>Potential contractors</p>	New
<p>EED will train new special education program staff and provide ongoing training and technical assistance to all staff on the general supervision requirements, including those relating to verification of correction of noncompliance within one year, in order to ensure consistency.</p>	Ongoing	<p>EED staff and stakeholders</p> <p>OSEP resources on identification and correction</p>	New
<p>EED will maintain a high standard for correction of noncompliance and, with its stakeholders, will promote the message that each instance of noncompliance must be corrected as soon as possible in order to ensure the best results for students with disabilities.</p> <ul style="list-style-type: none"> • Alaska's special education director will present this message to districts and stakeholders as possible, at state conferences and other venues. • Alaska will recognize districts who excel at correcting noncompliance through district determinations and other mechanisms. 	Ongoing	<p>EED staff and stakeholders</p> <p>District staff</p>	New

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: Effective General Supervision Part B / General Supervision
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Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Applied:

1.1 = 5; 1.1(b) = 5; 1.1(c) = 0.
 $(5 + 0) / 5 * 100 = 100\%$

Revised FFY 08

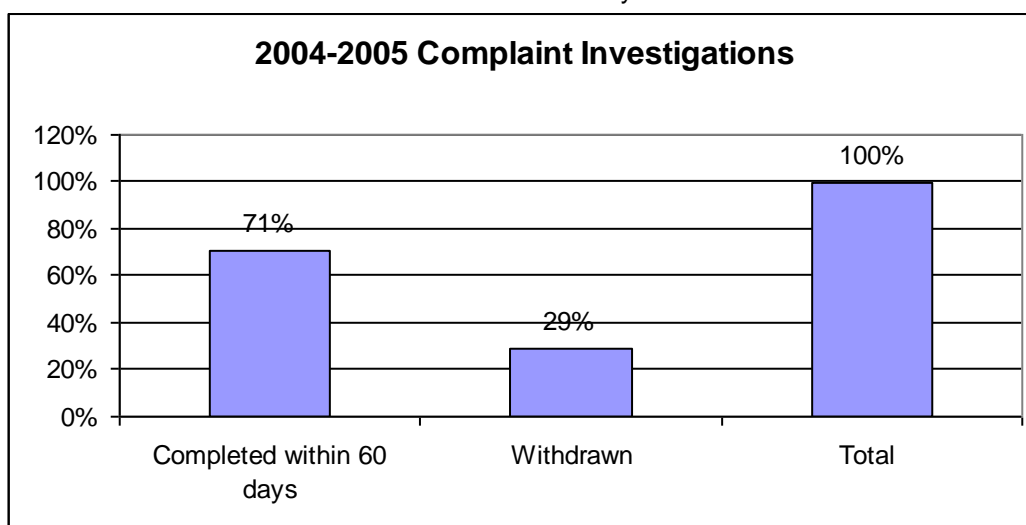
Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State. (20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100

Baseline Data for FFY 2004 (2004-2005):

The baseline has been established in the 2004-05 academic year at 100% and will remain at 100%.

**Discussion of Baseline Data:**

During the 2004-2005 school year there were seven requests for a complaint investigation. Two of those requests were withdrawn. Of the seven requests, 100% were completed within the 60 day timeline. EED

maintains a monitoring system of complaint investigations, mediations, and due process hearings to ensure reviews are done in a timely manner.

Complaint investigations must be completed in 60 days, unless granted an extension.

The target for this Indicator is 100% and has already been obtained. Maintenance is the primary concern. Continuing to have all written reports and complaints resolved within 60 days will be the norm, except under special circumstances.

Updated Trend Data for FFYs 2005 – 2009:

FFY	Baseline	Target	Actual
2004 (04-05)	100 %		
2005 (05-06)		100 %	100 %
2006 (06-07)		100 %	100 %
2007 (07-08)		100 %	100 %
2008 (08-09)		100 %	100 %
2009 (09-10)		100 %	100 %

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Improvement Activities /Timelines/Resources for Indicator 16 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- EED contracts with hearing officers and provides training to them.

- EED supports attendance for dispute resolution professionals at professional development conferences that happen throughout the year including the State Special Education Directors' Training and the Alaska State Special Education Conference.
- Along with mediation services and resolution sessions, EED's contractors also provide IEP facilitations to school districts upon request.

New and Revised Improvement Activities for FFYs 2011 - 2012:

(The improvement strategies for Indicator 16 are coordinated with those for Indicators 17, 18 and 19.)

Improvement Activities	Timelines	Resources	Status
<p>EED will provide effective technical assistance to mediators, complaint investigators, and hearing officers in order to ensure effective dispute resolution systems</p> <ul style="list-style-type: none"> • Contract with national experts to provide annual training. • Conduct additional training as needs arise based on data analyses and review of mediation agreements, complaint decisions and due process hearing decisions. • Review contracts with and qualifications of dispute resolution professionals (due process hearing officers, mediators, etc.) annually. 	Annually and ongoing through FFY 2012.	EED staff and stakeholders Contractors and Dispute Resolution Professionals	New
<p>With assistance of the Alaska Parent Centers (Stone Soup Group and LINKS), EED will provide continuing, up-to-date information to parents on the various options available for dispute resolution.</p> <ul style="list-style-type: none"> • Provide up-to-date information to parent centers. • Parent centers will make information available through various means including parent training sessions, social media and in response to telephone inquiries. • EED will distribute mediation brochures to parents during district onsite monitoring visits • EED will include information on its website and provide to parents as needed and upon request. 	Ongoing through FFY 2012	EED staff Alaska Parent Centers (Stone Soup Group and LINKS)	New
<p>EED will analyze data on dispute resolutions to determine if and when changes are needed.</p> <ul style="list-style-type: none"> • Examine timeline data by dispute hearing professional to determine effectiveness of contractors. Reevaluate contracts based on ability to meet timelines consistently. • Review each timeline extension for appropriateness and provide feedback to contractors. • Examine mediation agreements, complaint decisions and due process hearing decisions for trends and systemic issues. 	Ongoing through FFY 2012	EED staff and stakeholders Data on resolution session and mediation agreements, complaint and due process hearing decisions and timelines	New

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. (20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = $(3.2(a) + 3.2(b))$ divided by (3.2) times 100.	Applied: $3.2 = 15$; $3.2(a) = 0$; $3.2(b) = 15$. $(0 + 15) / 15 * 100 = 100\%$
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Revised FFY 08

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines. (20 U.S.C. 1416(a)(3)(B))

Measurement:
Percent = $[(3.2(a) + 3.2(b)) \text{ divided by } 3.2]$ times 100.

Overview of Issue/Description of System or Process:

Due Process Hearing. Any party may initiate a hearing and the request must be filed within 1 year of when the parents or agency knew, or should have known, about the alleged violation.

1. With respect to any matter relating to the identification, evaluation, or educational placement of the child.
2. The provision of a free appropriate public education to such child.

The party requesting the due process hearing shall not be allowed to raise issues at the due process hearing that were not raised in the notice filed, unless the other party agrees to it.

The timeline described above shall not apply to a parent if the parent was prevented from requesting the hearing due to:

1. Specific misrepresentations from the local education agency (LEA) that it had resolved the problem thereby forming the basis of the complaint.
2. The LEA's withholding of information from the parent, which is required to be provided.

A due process hearing may not be provided until notice is filed and the following requirements have been met:

1. The notice requires a party requesting a due process hearing to provide notice to the other party, and forward a copy of the notice to the SEA.
2. The hearing request shall remain confidential between all parties.

The required due process notice shall be deemed sufficient unless the party receiving the notice contacts the hearing officer and the other party, in writing, with an explanation of how it did not meet the following requirements:

1. The name of the child, the address of the residence of the child, and the name of the school the child attends.

2. In the case of a homeless child or youth (within the meaning of Section 725 (2) of the McKinney-Vento Homeless Assistance Act), the name of the child, available contact information for the child, and the name of the school the child is attending.
3. A description of the issue relating to the proposed or refused initiation or change, related to the problem.
4. A proposed resolution of the problem to the extent known and available to the party at the time.

A request for a due process hearing must be signed. Send signed written request to:

Special Education Dispute Resolution
Alaska Department of Education & Early Development
Teaching and Learning Support, Special Education
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Or fax to: (907) 465-2806
Attention: Special Education Dispute Resolution

If the due process notice is found to be insufficient by any party the following procedures must be followed:

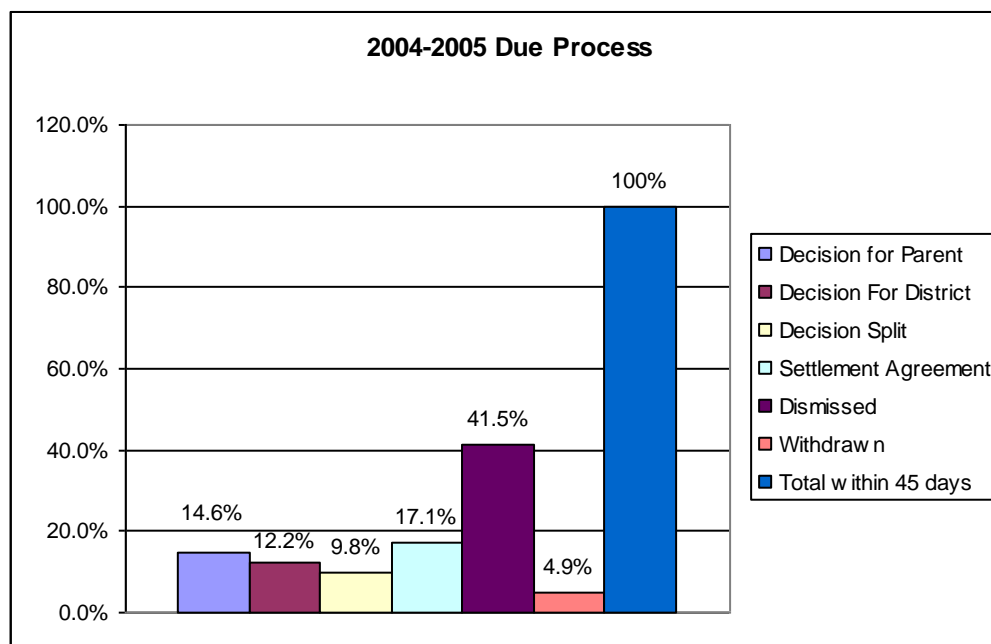
1. The receiving party should notify the hearing officer and the complainant, within 15 days of the receipt, that the notice does not meet the required content requirements.
2. The agency must provide prior written notice within 10 days if the agency has not provided prior written notice about the issues in the due process hearing notice.
3. The non-complaining party must respond within 10 days specifically addressing the issues in the due process hearing notice.
4. The hearing officer will make a determination about the sufficiency of the due process hearing notice within 5 days.
5. The due process hearing notice may be amended with the written consent of the other party or through a resolution meeting.
6. The hearing officer can grant permission to amend a due process hearing notice, but not within 5 days of the due process hearing.
7. The due process hearing timelines will recommence upon the filing of an amended notice.

The District shall provide to the parent a copy of the Procedural Safeguards upon receipt of a request for due process and inform the parent of the availability of mediation as an alternative dispute resolution mechanism. However, the offer of mediation does not negate the parent's or district's right to a due process hearing.

If a written complaint is received that is also the subject of a due process hearing, or the complaint has multiple issues, some of which are being addressed in the due process hearing, the department will set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process hearing will be investigated within the time limit and under the procedures specified above. If issues raised in a complaint were previously decided in a hearing between the same parties, the department will inform the complainant that the hearing decision is binding.

In these cases, a hearing officer shall render a final, written decision that includes a statement of the facts on which it is based. The hearing officer shall mail a copy to each party no later than 45 days after receipt of a parent's request for a hearing or 45 days after a district sends a written notice. A hearing officer may grant specific extensions of time beyond the 45-day period at the request of either party. An extension may only be granted for good cause. The extension may only be ordered for a specified time to respond to those circumstances. A hearing officer should not extend the timelines for a hearing based on the fact that there is pending mediation, unless both parties agree to the extension.

Baseline Data for FFY 2004 (2004-2005):



Discussion of Baseline Data:

During FFY 2004, the State of Alaska has attained 100% compliance in the number of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline. The State will continue, through its current mechanisms, to ensure this level of compliance.

Alaska had 41 requests for Due Process. Fifteen of those requests went to a decision, 7 were settled prior to hearing, and 17 were dismissed per mediation agreement, or at the parent's request. Two hearings were withdrawn by the party.

Updated Trend Data for FFYs 2005 – 2009:

FFY	Baseline	Target	Actual
2004 (04-05)	100 %		
2005 (05-06)		100 %	100 %
2006 (06-07)		100 %	100 %
2007 (07-08)		100 %	100 %
2008 (08-09)		100 %	42.9 %
2009 (09-10)		100 %	100 %

Measurable and Rigorous Target	
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%

2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Improvement Activities /Timelines/Resources for Indicator 17 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- EED contracts for complaint resolution and provides training to contracted professionals.
- EED supports attendance for dispute resolution professionals at professional development conferences that happen throughout the year including the State Special Education Directors' Training and the Alaska State Special Education Conference.
- Along with mediation services and resolution sessions, EED's contractors also provide IEP facilitations to school districts upon request.

New and Revised Improvement Activities for FFYs 2011 - 2012:

(The improvement strategies for Indicator 17 are coordinated with those for Indicators 16, 18 and 19.)

Improvement Activities	Timelines	Resources	Status
<p>EED will provide effective technical assistance to mediators, complaint investigators, and hearing officers in order to ensure effective dispute resolution systems</p> <ul style="list-style-type: none"> • Contract with national experts to provide annual training. • Conduct additional training as needs arise based on data analyses and review of mediation agreements, complaint decisions and due process hearing decisions. • Review contracts with and qualifications of dispute resolution professionals (due process hearing officers, mediators, etc.) annually. 	Annually and ongoing through FFY 2012.	EED staff and stakeholders Contractors and Dispute Resolution Professionals	New
<p>With assistance of the Alaska Parent Centers (Stone Soup Group and LINKS), EED will provide continuing, up-to-date information to parents on the various options available for dispute resolution.</p> <ul style="list-style-type: none"> • Provide up-to-date information to parent centers. • Parent centers will make information available through various means including parent training sessions, social media and in response to telephone inquiries. 	Ongoing through FFY 2012	EED staff Alaska Parent Centers (Stone Soup Group and LINKS)	New

Improvement Activities	Timelines	Resources	Status
<ul style="list-style-type: none"> EED will distribute mediation brochures to parents during district onsite monitoring visits EED will include information on its website and provide to parents as needed and upon request. 			
<p>EED will analyze data on dispute resolutions to determine if and when changes are needed.</p> <ul style="list-style-type: none"> Examine timeline data by dispute hearing professional to determine effectiveness of contractors. Reevaluate contracts based on ability to meet timelines consistently. Review each timeline extension for appropriateness and provide feedback to contractors. Examine mediation agreements, complaint decisions and due process hearing decisions for trends and systemic issues. 	Ongoing through FFY 2012	<p>EED staff and stakeholders</p> <p>Data on resolution session and mediation agreements, complaint and due process hearing decisions and timelines</p>	New

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: Effective General Supervision Part B / General Supervision

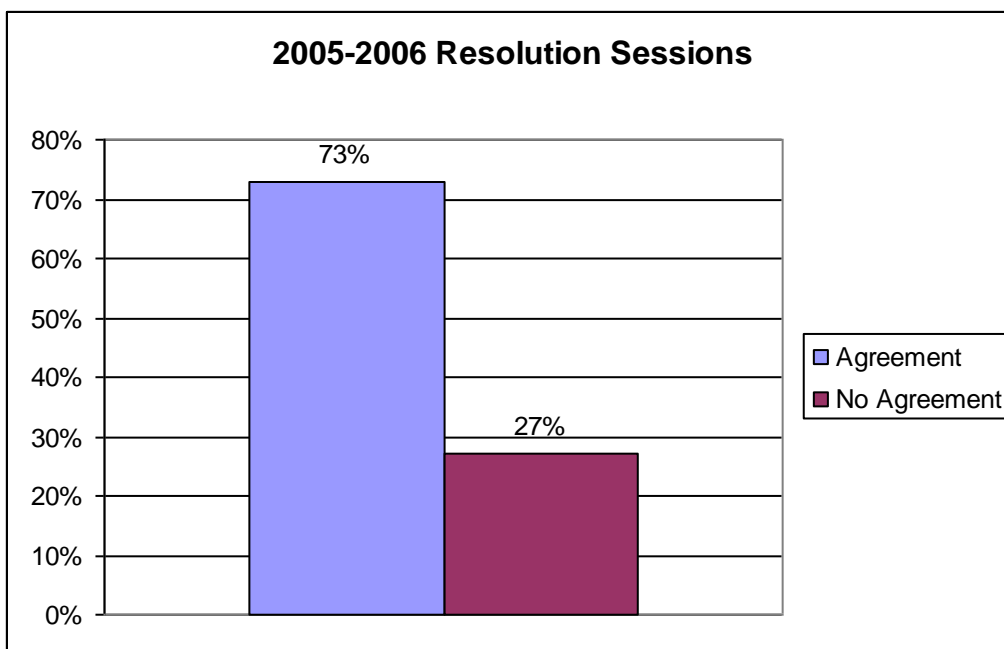
Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = 3.1(a) divided by (3.1) times 100.	Applied: 3.1 =11; 3.1(a) =8 8/11*100=73%
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Overview of Issue/Description of System or Process:

The Alaska Department of Education & Early Development maintains a due process database containing information about each due process hearing. This is a required practice within the state. School districts submit all information related to a resolution session for a due process hearing to EED. This could include resolution agreements, documentation that explains why an agreement couldn't be reached, or a waiver of the resolution session. It's the responsibility of the hearing officer to provide EED with a dismissal letter when a resolution agreement has been reached.

Baseline Data for FFY 2005 (2005-2006):



Discussion of Baseline Data:

Alaska had 27 requests for a due process hearing. Sixteen of those requests were dismissed due to a mediation agreement, resolution agreement, or at the parent's request. Eleven of the dismissed requests went to a resolution session. Of those 11 resolution sessions, 8 were resolved through a resolution session settlement agreement.

Updated Trend Data for FFYs 2005 – 2009:

FFY	Baseline	Target	Actual
2004 (04-05)	73 %		
2005 (05-06)		73 %	73 %
2006 (06-07)		75 %	54 %
2007 (07-08)		77 %	20 %
2008 (08-09)		79 %	8 %
2009 (09-10)		NA (<10)	0 %

FFY	Measurable and Rigorous Target
2005 (2005-2006)	73 %
2006 (2006-2007)	75%
2007 (2007-2008)	77%
2008 (2008-2009)	79%
2009 (2009-2010)	81%
2010 (2010-2011)	83%
2011 (2011-2012)	70 – 80%
2012 (2012-2013)	70 – 80%

In January 2011, stakeholders met to extend the targets for this indicator for two additional years. Upon reviewing the data reported in the FFY 2005 to FFY 2009 APRs, stakeholders agreed that range targets for FFYs 2011 and 2012 were most appropriate.

Improvement Activities /Timelines/Resources for Indicator 18 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- EED contracts with hearing officers and provides training to them.
- EED supports attendance for dispute resolution professionals at professional development conferences that happen throughout the year including the State Special Education Directors' Training and the Alaska State Special Education Conference.
- Along with mediation services and resolution sessions, EED's contractors also provide IEP facilitations to school districts upon request.

New and Revised Improvement Activities for FFYs 2011 - 2012:

(The improvement strategies for Indicator 18 are coordinated with those for Indicators 16, 17 and 19.)

Improvement Activities	Timelines	Resources	Status
<p>EED will provide effective technical assistance to mediators, complaint investigators, and hearing officers in order to ensure effective dispute resolution systems</p> <ul style="list-style-type: none"> Contract with national experts to provide annual training. Conduct additional training as needs arise based on data analyses and review of mediation agreements, complaint decisions and due process hearing decisions. Review contracts with and qualifications of dispute resolution professionals (due process hearing officers, mediators, etc.) annually. 	Annually and ongoing through FFY 2012.	EED staff and stakeholders Contractors and Dispute Resolution Professionals	New
<p>With assistance of the Alaska Parent Centers (Stone Soup Group and LINKS), EED will provide continuing, up-to-date information to parents on the various options available for dispute resolution.</p> <ul style="list-style-type: none"> Provide up-to-date information to parent centers. Parent centers will make information available through various means including parent training sessions, social media and in response to telephone inquiries. EED will distribute mediation brochures to parents during district onsite monitoring visits EED will include information on its website and provide to parents as needed and upon request. 	Ongoing through FFY 2012	EED staff Alaska Parent Centers (Stone Soup Group and LINKS)	New
<p>EED will analyze data on dispute resolutions to determine if and when changes are needed.</p> <ul style="list-style-type: none"> Examine timeline data by dispute hearing professional to determine effectiveness of contractors. Reevaluate contracts based on ability to meet timelines consistently. Review each timeline extension for appropriateness and provide feedback to contractors. Examine mediation agreements, complaint decisions and due process hearing decisions for trends and systemic issues. 	Ongoing through FFY 2012	EED staff and stakeholders Data on resolution session and mediation agreements, complaint and due process hearing decisions and timelines	New

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B))

Measurement:	Applied
Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.0) times 100.	2.1(a)(i) = 2; 2.1(b)(i) = 7; 2.0 = 12 Percent = $2 + 7 / 12 * 100 = 75.0\%$

Overview of Issue/Description of System or Process:

When a school district and a parent have a dispute they are unable to resolve, each party may seek to address their differences through mediation. Mediation is a no-cost voluntary process through which an impartial third party helps parties experiencing a conflict reach a suitable agreement. The department encourages the use of mediation whenever a dispute occurs in the identification, evaluation, placement, or provision of an appropriate program of a child with a disability.

The ultimate goal of mediation is to seek a written agreement that is mutually acceptable to both parties. However, even if a formal agreement is not reached, mediation may be helpful in clarifying issues. The district should refrain from using the term "mediation" to refer to any district-level process for resolving disputes. When an impasse is reached with a parent, the district should suggest use of the state mediation system. EED contracts for the administration of a statewide mediation system. The following are characteristics of Alaska's system:

1. Mediation is a voluntary process mutually agreed to by a parent and the district.
2. The mediation conference is an informal dispute resolution process conducted in a non-adversarial atmosphere.
3. Each mediation conference is scheduled in a timely manner and is held in a location that is convenient to the parties involved in the dispute.
4. Mediation is confidential.
5. Mediation is an alternative to a due process hearing or administrative complaint.
6. Mediation is available at no cost to parents and districts.
7. Mediation is a means of resolving disputes regarding the identification, evaluation, and educational placement provisions of FAPE.
8. Any resolution reached as part of the mediation process must not conflict with state or federal law and must be satisfactory to both parties.
9. Anyone who is acceptable to both parties may attend the mediation conference. It is suggested that attorneys not attend as they add a formality to the setting that is more appropriate for a hearing.
10. Mediation cannot be used to deny or delay a parent's right to a due process hearing, administrative complaint investigation, or any other rights afforded under IDEA 04.
11. A written mediation agreement will be prepared and signed by both parties, along with the mediator. If no agreement is reached, the mediator will issue a letter stating such.
12. If the agreement is not adhered to, then the parent or district may request a due process hearing.
13. If a mediation is not successful and either party requests a due process hearing, the mediators will not willingly participate in any phase of the due process hearing.

Through the mediation contractor, the department maintains a list of qualified mediators who are impartial, trained in effective mediation techniques, and knowledgeable about the laws and regulations relating to the provision of special education and related services. Mediators act as facilitators to assist parents and districts in resolving a conflict. If a mediator is not selected on a random basis from the list of

qualified mediators, both parties must be involved in selecting the mediator and agree with the selection of who will mediate.

A Request for Mediation may occur when:

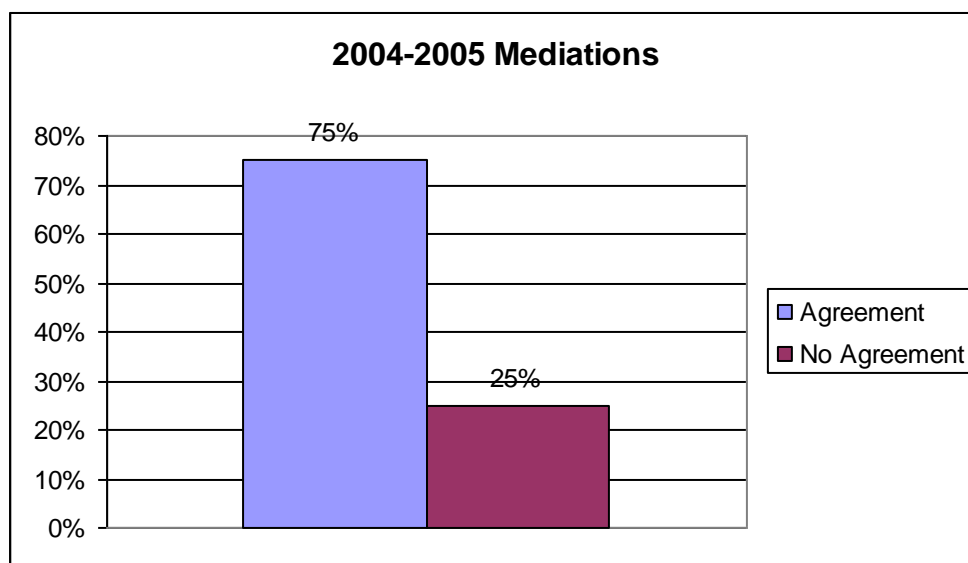
1. The parents and district are unwilling or unable to modify their position without outside assistance.
2. The parents and district, after making a good faith effort, face an impasse in attempting to resolve a conflict regarding the identification, evaluation or educational placement of the child or the provision of FAPE.
3. Either a parent or the district has made a request for a due process hearing, or an administrative complaint investigation has been filed with the department.

Requests for mediation should be made to:

Alaska Special Education Mediation Services
C/O Dave Thomas
P.O. Box 4750
Whitefish, Montana 59937
Toll free: 800-580-2209
Fax: 406-863-9229

Baseline Data for FFY 2004 (2004-2005):

The current 2004-05 year realized 75% of mediations the resulted in mediation agreements.



Updated Trend Data for FFYs 2005 – 2009:

FFY	Baseline	Target	Actual
2004 (04-05)	73 %		
2005 (05-06)		73 %	73 %
2006 (06-07)		75 %	54 %
2007 (07-08)		77 %	20 %
2008 (08-09)		79 %	8 %
2009 (09-10)		NA (<10)	0 %

FFY	Measurable and Rigorous Target
2005 (2005-2006)	77%
2006 (2006-2007)	79%
2007 (2007-2008)	81%
2008 (2008-2009)	83%
2009 (2009-2010)	85%
2010 (2010-2011)	87%
2011 (2011-2012)	70 – 80%
2012 (2012-2013)	70 – 80%

In January 2011, stakeholders met to extend the targets for this indicator for two additional years. Upon reviewing the data reported in the FFY 2005 to FFY 2009 APRs, stakeholders agreed that range targets for FFYs 2011 and 2012 were most appropriate.

Improvement Activities /Timelines/Resources for Indicator 19 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:

- During the 2005-2006 school year, EED put out an RFP to continue providing mediation services in our state. T & G Consulting was awarded the contract. They have been providing mediation services to our state since IDEA 97.
- EED supports attendance for mediators at professional development conferences that happen throughout the year including the State Special Education Directors' Training and the Alaska State Special Education Conference.
- Along with mediation services, EED's contractor also provide IEP facilitations to school districts upon request.

New and Revised Improvement Activities for FFYs 2011 - 2012:

(The improvement strategies for Indicator 19 are coordinated with those for Indicators 16, 17 and 18.)

Improvement Activities	Timelines	Resources	Status
<p>EED will provide effective technical assistance to mediators, complaint investigators, and hearing officers in order to ensure effective dispute resolution systems</p> <ul style="list-style-type: none"> Contract with national experts to provide annual training. Conduct additional training as needs arise based on data analyses and review of mediation agreements, complaint decisions and due process hearing decisions. Review contracts with and qualifications of dispute resolution professionals (due process hearing officers, mediators, etc.) annually. 	Annually and ongoing through FFY 2012.	EED staff and stakeholders Contractors and Dispute Resolution Professionals	New
<p>With assistance of the Alaska Parent Centers (Stone Soup Group and LINKS), EED will provide continuing, up-to-date information to parents on the various options available for dispute resolution.</p> <ul style="list-style-type: none"> Provide up-to-date information to parent centers. Parent centers will make information available through various means including parent training sessions, social media and in response to telephone inquiries. EED will distribute mediation brochures to parents during district onsite monitoring visits EED will include information on its website and provide to parents as needed and upon request. 	Ongoing through FFY 2012	EED staff Alaska Parent Centers (Stone Soup Group and LINKS)	New
<p>EED will analyze data on dispute resolutions to determine if and when changes are needed.</p> <ul style="list-style-type: none"> Examine timeline data by dispute hearing professional to determine effectiveness of contractors. Reevaluate contracts based on ability to meet timelines consistently. Review each timeline extension for appropriateness and provide feedback to contractors. Examine mediation agreements, complaint decisions and due process hearing decisions for trends and systemic issues. 	Ongoing through FFY 2012	EED staff and stakeholders Data on resolution session and mediation agreements, complaint and due process hearing decisions and timelines	New

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See page 4 for SPP Development overview.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. (20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring accuracy).

Overview of Issue/Description of System or Process:

- a. The Alaska Department of Education & Early Development has submitted all the 618 data reports on or before the due dates for the 2004-05 school year and in previous years. This responsiveness and timeliness includes all reports, including the February 1 due date for child count, race and ethnicity, and placement; and the November 1 due date for students exiting, discipline, and personnel. Furthermore, the Annual Performance Reports have consistently been submitted prior to the February 1 due date.
- b. Each data collection goes through various edit checks to ensure the quality and accuracy of the data. Various edit checks ensure that a disability code is associated with a placement code; that calculated age agrees with placement codes; that certain students are of a correct age to be assigned a specific disability code; and that all students have a designated ethnicity and specific gender assigned. After the data has been validated through numerous edit checks, a designated office within EED compares the current year data with previous year's data in order to identify any unusual increases or decreases. Any abnormalities result in the school district being queried about the data which appears to be out of the district norm.

Alaska has been qualified to supply data for the *Report of Children with Disabilities Receiving Special Education under Part B* for SY 2005-06(OMB #1820-0043) exclusively through the Education Data Exchange Network (EDEN). This qualification speaks to our efforts to report accurate and timely data.

Baseline Data for FFY 2004 (2004-2005):

The baseline has been 100% for more than five years. EED will continue to submit its data timely and accurately.

Both the baseline and the target for reporting accurate and timely 618 data, as well as the State Performance Plan (SPP) and Annual Performance Report (APR), have been and will continue to be 100%.

Updated Trend Data for FFYs 2005 – 2009:

FFY	Baseline	Target	Actual
2004 (04-05)			
2005 (05-06)		Timeliness 100 % Accuracy 100 %	Timeliness 100 % Accuracy 100 %
2006 (06-07)		Timeliness 100 % Accuracy 100 %	98.2 %
2007 (07-08)		100 %	100 %
2008 (08-09)		100 %	100 %
2009 (09-10)		100 %	100 %

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Timely & Accurate 100%
2006 (2006-2007)	Timely & Accurate 100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Improvement Activities /Timelines/Resources for Indicator 20 (FFYs 2005 – 2012):

Improvement activities completed up to the FFY 2010 submission included:


- EED implemented a new data collection instrument to collect more accurate data on some indicators. This Supplemental workbook assists Alaska to maintain collection of timely and accurate data.
- EED convened a group of stakeholders and created a district checklist to determine whether or not a district is timely and accurate, based on a set of criteria.
- Alaska implemented a student identifier system. Edstructures Student Locator Framework (SLF) and ESP Solution Group's SRM using SIF was rolled out to pilot LEA's and then statewide to the 38 LEA's who had SIF capable student informational systems.

- EED developed the capacity to exchange data across institutions by the implementation of the Schools Interoperability Framework (SIF) which allows 38 out of 54 LEAs to transmit data collections electronically.
- EED developed the capacity to provide reports or analysis to LEAs by developing a web-based report portal. LEA's have access to customizable data reports which can be downloaded for further analysis.

New and Revised Improvement Activities for FFYs 2011 - 2012:

Improvement Activities	Timelines	Resources	Status
<p>EED will provide effective technical assistance to districts on maintaining timely and accurate data.</p> <ul style="list-style-type: none"> • EED's Special Education data manager provides technical assistance to districts to improve data collection. • The state maintains a data dictionary and distributes it to all school districts. • The State Special Education team provides ongoing coaching for LEA staff through ongoing general supervision activities to assist districts in meeting the timely and accurate data requirements. 	Ongoing through FFY 2012	EED Staff Data software and tools Alaska Data Dictionary	Revised
EED will continue to analyze each district's performance on this indicator through its annual determinations and will develop additional strategies if the state or any districts are found to be out of compliance.	Ongoing through FFY 2012	EED Staff Protocol for determining data timeliness and accuracy	New

Attachment 1 - Parent Survey (Indicator 8)

 <p>ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT</p>	<p>PARENT SURVEY - SPECIAL EDUCATION</p> <p>This survey is for parents of students receiving Special Education services through the <u>Alaska Department of Education</u>. Your responses will help guide efforts to improve services and results for children and families.</p> <p>You may skip any item that does not apply to you or your child.</p>
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INSTRUCTIONS

- Please do not fill in this form using a felt tip pen.
- Fill in circle completely: This: ☐ Not This: ☐

For each statement below,
please select one of the
following response choices:

Very Strongly Disagree
Strongly Disagree
Disagree
Agree
Very Strongly Agree

SCHOOLS' EFFORTS TO PARTNER WITH PARENTS

I am considered an equal partner with teachers and other professionals in planning my child's program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was offered special assistance so that I could participate in the Individualized Educational Program (IEP) meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the IEP meeting, we discussed how my child would participate in statewide assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the IEP meeting, we discussed accommodations and modifications that my child would need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All of my concerns and recommendations were documented on the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written justification was given for the extent that my child would not receive services in the regular classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was given information about organizations that offer support for parents of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been asked for my opinion about how well special education services are meeting my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's evaluation report is written in terms I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written information I receive is written in an understandable way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are available to speak with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers treat me as a team member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher and administrators:

- seek out parent input.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- show sensitivity to the needs of students with disabilities and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- encourage me to participate in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- respect my cultural heritage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The School:

- has a person on staff who is available to answer parents' questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- communicates regularly with me regarding my child's progress on IEP goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- gives me choices with regard to services that address my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- offers parents training about special education issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCHOOLS' EFFORTS TO PARTNER WITH PARENTS Continued...

The School:

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
- offers parents a variety of ways to communicate with teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- gives parents the help they may need to play an active role in their child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- provides information on agencies that can assist my child in the transition from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- explains what options parents have if they disagree with a decision of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUALITY OF SERVICES

My child's IEP covers all appropriate aspects of my child's development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's IEP tells how progress towards goals will be measured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is taught in regular classes, with supports, to the maximum extent appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's participation in district and statewide assessments is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child receives all the supports documented in his or her transition plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers:

- are knowledgeable and professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- understand my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- understand their role in implementing my child's IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- show a willingness to learn more about my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- set appropriate goals for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- expect my child to succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Special education teachers make accommodations and modifications as indicated on my child's IEP.

General education teachers make accommodations and modifications as indicated on my child's IEP.

General education and special education teachers work together to assure that my child's IEP is being implemented.

Instruction provided to older students is appropriate for their age.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Administrators:

The principal sets a positive and welcoming tone in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal does everything possible to support appropriate special education services in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school or district evaluates whether special education services are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUALITY OF SERVICES Continued...

The School:

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
- is a friendly place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- provides services to my child in a timely way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- provides my child with all the services documented on my child's IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- encourages student involvement in transition planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- provides teachers and staff with training to improve their communication with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- offers students without disabilities, and their families, opportunities to learn about students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- ensures that after-school and extracurricular activities are accessible to students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IMPACT OF SPECIAL EDUCATION SERVICES ON YOUR FAMILY**Over the past year, Special Education services have helped me and/or my family:**

- participate in typical activities for children and families in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- know about services in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- improve my family's quality of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- know where to go for support to meet my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- know where to go for support to meet my family's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- get the services that my child and family need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- feel more confident in my skills as a parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- keep up friendships for my child and family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- make changes in family routines that will benefit my child with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- be more effective in managing my child's behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- do activities that are good for my child even in times of stress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- feel that I can get the services and supports that my child and family need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- understand how the special education system works.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- be able to evaluate how much progress my child is making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- feel that my child will be accepted and welcomed in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- feel that my family will be accepted and welcomed in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- communicate more effectively with the people who work with my child and family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- understand the roles of the people who work with my child and family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- know about my child's and family's rights concerning special education services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- do things with and for my child that are good for my child's development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- understand my child's special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- feel that my efforts are helping my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PARENT PARTICIPATION

For each statement below, please select one of the following response choices:
never, rarely, sometimes, frequently, almost always, always.

	Never	Rarely	Sometimes	Frequently	Almost Always	Always
I engage in learning activities with my child at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask my child to talk about what he or she is learning in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I communicate to my child that it is important to do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask my child about his or her homework assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read material sent to me by the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value the school's input concerning my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value the school's efforts to meet my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I communicate with my child's teacher(s) by phone or email or notes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I meet with my child's teacher(s) to plan my child's program and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I meet with my child's teacher(s) to discuss my child's needs or progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I let school staff know right away if I have a concern about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I suggest changes in school programs or services that I think would benefit students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the challenges that schools must overcome to meet the needs of all children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in school-sponsored activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in the school's PTA (Parent Teacher Association) or PTO (Parent Teacher Organization).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am part of a school advisory committee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am part of a district-level special education committee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am part of a state-level special education committee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in an organization for parents of children with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I attend training sessions relating to the needs of children with disabilities and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get information from sources other than the school about available services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I follow changes in federal and state laws that affect special education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work with others to improve the special education system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Child's **Primary** Exceptionality/Disability:

- ☐ Autism ☐ Multiple Disabilities
☐ Deaf-Blindness ☐ Orthopedic Impairment
☐ Deafness ☐ Other Health Impairment
☐ Developmental Delay ☐ Specific Learning Disability
☐ Emotional Disturbance ☐ Speech or Language Impairment
☐ Hearing Impairment ☐ Traumatic Brain Injury
☐ Learning Impairment ☐ Visual Impairment including Blindness

Child's Race/Ethnicity:

- ☐ White
☐ Black or African-American
☐ Hispanic or Latino
☐ Asian or Pacific Islander
☐ American Indian or Alaskan Native
☐ Multi-racial

Child's Age when First Referred to Early Intervention or Special Education:

- ☐ Under 1 year
☐ **OR** Age in Years
☐ When First Referred

Child's Gender:

- ☐ Male
☐ Female

Child's Grade:

Child's Age in Years:

Thank you for your participation!

Please return the survey in the enclosed postage-paid envelope to:
 P.O. Box 958469 Lake Mary, FL 32795-9923

Form # 2567643508